



ANNUAL EDUCATION RESULTS REPORT 2021-2022

December • 2022



As part of Alberta Education's Assurance Framework, Edmonton Catholic Schools delivers its Annual Education Results (AERR). The educational foundations and priorities of the Edmonton Catholic School Division are guided by the outcomes as determined and set out by Alberta Education and driven through our Division's strategic plan. Our AERR 2021-2022 provides the results of the previous school year, details how our Division is meeting the goals set out for us by Alberta Education, and provides strategies to improve learning and achievement. Central to the AERR is the Division's commitment to assuring our stakeholders that Edmonton Catholic Schools is providing a quality Catholic educational experience to our students through Christ-centred learning.

In 2021-2022, our Division continued to navigate the ongoing changes to public health measures and despite these ongoing challenges, significant achievements were made within our Division and will continue to be made by focusing on the priorities as outlined in the [Division Plan for Continuous Growth](#).

Central to our theme this year, we will continue to let our light shine forth in developing further strategies and priorities and ensure our students' success by giving them the tools they need to succeed.

TABLE OF CONTENTS

Message from the Board Chair.....	3
Message from the Chief Superintendent	4
ACCOUNTABILITY STATEMENT	5
Overall Methodology.....	6
LOCAL & SOCIETAL CONTEXT.....	7
Christ-Centred Learning and Defining Statement of Inclusive Education	8
Division Profile	9
ECSD Schools 2022-2023.....	11
Enrolment Trends.....	11
Catholic Identity.....	13
STUDENT GROWTH & ACHIEVEMENT	16
Alberta Education Assurance Measures Overall Summary – Fall 2022.....	16
Alberta Education Assurance Measures Overall Summary FNMI – Fall 2022	46
Alberta Education Assurance Measures Overall Summary ESL – Fall 2022.....	59
TEACHING & LEADING	64
LEARNING & SUPPORTS.....	78
GOVERNANCE.....	106
ECSD Budget – Actual Comparison	112
Whistleblower Protection	115
Website Link	115

MESSAGE FROM THE BOARD CHAIR

The Edmonton Catholic School Division (ECSD) is pleased to share the Annual Education Results Report (AERR) for 2021-2022. The AERR is conducted as part of Alberta Education's Assurance Framework, and the feedback speaks to the incredible work of our Division towards the priorities outlined in the *Division Plan for Continuous Growth 2020-2023 (Year 2)*.

The Edmonton Municipal election was held on October 18, 2021. The election process resulted in a new Board that consists of six incumbents: Terry Harris, Debbie Engel, Alene Mutala, Lisa Turchansky, Laura Thibert and myself, Sandra Palazzo. Our Board remains committed to serving our local communities and will continue to champion Catholic education on behalf of Edmonton Catholic Schools.

During the 2021-2022 school year we navigated the ongoing changes to the pandemic-driven public health measures. Despite the challenges this presented, Chief Superintendent Robert Martin and his administrative team guided the Division through the pandemic successfully. As a direct result of the unwavering and dedicated efforts of our students, families, staff and administrators, our Division has emerged from the pandemic stronger than ever.

The Board is extremely proud of the outstanding results from the ECSD Assurance Survey. Conducted from December 6, 2021 to January 28, 2022, the survey engaged stakeholders to evaluate the quality of Catholic education provided by the Division. The overall satisfaction rates reported by Parent, Guardian, Student, and Staff were 87.2%, 95.9% and 95% respectively.

Over the 2022 summer months, the Division's central administrative staff moved into our beautiful new Lumen Christi Catholic Education Centre. The anticipated operational and administrative cost savings, increased synergies between departments, and staff workplace satisfaction will allow the Division to be in a stronger position to deliver on our mission and vision to provide the best Catholic education possible to our students.

For the seventh consecutive year in a row, ECSD was proud to be named as a Top 75 Alberta Employer. Our staff is the heart of all that we do, and our students' success is a reflection of our staff efforts.

The Board is extremely proud of the significant achievements that were made by the Division in the midst of the pandemic. In cooperation with all vested parties, the Board will continue to focus on our four priorities: Growing in Faith; Student Success; An Excellent Place to Work and Learn; and Building Our Future Together. By keying on these priorities, the Board will continue to ensure students are successful, that students and staff will learn and live the Word of God, and that learning and working environments are optimal. While doing so, we are also committed to being good stewards of the resources required to achieve the Division's goals.

Looking forward, I am certain that our Board of Trustees, along with our exceptional teachers, staff and administration will continue to embrace any challenges, and find opportunities to build the future of Edmonton Catholic Schools together.

On behalf of the Board, I invite you to review the Annual Education Results Report for 2021-2022 and join us in celebrating our success.

Sandra Palazzo
Board Chair

MESSAGE FROM THE CHIEF SUPERINTENDENT

"I know the plans I have for you, says the Lord... plans to give you a future with hope."

Jeremiah 29:11

Our theme for the 2021-2022 school year was "God calls us each by name" and was guided by scripture from Jeremiah. At its root, this theme is a message of hope. Catholic education is entirely about building a future with hope. When we serve the children of Edmonton Catholic Schools, our goal is to instill in them a sense of wonder in themselves as children of God so that they see themselves as members and builders of his Kingdom. There is nothing more hopeful than this.

This report provides a deep look at all that happened in Edmonton Catholic Schools in the 2021-2022 school year, one which saw our community coming together to provide the best possible learning experiences for our students despite all the challenges that we faced due to the impact of COVID-19. Hope was an essential ingredient in overcoming the challenges of isolation, functioning in an often-virtual world, and maintaining healthy schools and sites. That hope sustained students and staff alike and empowered us to accomplish great things.

Our Division, through our Prudent Spending Initiative, was able to provide all schools with the science, music, and physical education equipment that they needed to see equity among our schools. The second round of this initiative eliminated all school deficits, built two playgrounds, and provided FM systems and Chromebooks to schools that needed them. The third round saw the provision of equipment to kindergarten classes. This was tremendous project aimed at ensuring that all students have the tools that they need for a robust educational experience.

The 2021-2022 school year saw us undertake two significant explorations of our practices as a Division. We engaged external researchers to give us a third-party look at Equity, Diversity, Inclusion, and Anti-racism in our Division, and to help us discern the strengths and areas for growth of the School Resource Officer Program that serves many of our schools. Both pieces of research helped us gain a better understanding of how to improve our operations to best serve our students, their families, and our staff.

This report is the wonderful story of how we bring to life our vision that our students will learn together, work together, and pray together in answering the call to a faith-filled life of service, and I hope you enjoy learning more about how #ECSDfaithinspires!

Sincerely,

Robert Martin
Chief Superintendent

ACCOUNTABILITY STATEMENT

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for The Edmonton Catholic Separate School Division for the 2021-2022 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2021-2022 was approved by the Board on December 14, 2022.

Sandra Palazzo
Board Chair

OVERALL METHODOLOGY

Alberta Education's new Assurance Framework came into effect on September 1st, 2020, replacing the previous Accountability Pillar and Accountability Framework. Alberta Education has provided all school jurisdictions in Alberta with new Assurance Measure Results Reports based on the new Assurance Framework. The Fall 2022 "*Required Alberta Education Assurance Measures – Overall Summary*" Report provides results for 12 Assurance Measures within four Assurance Domains. In addition to the information provided by Alberta Education, Edmonton Catholic Schools collects local and societal measures that enables the Division to proactively respond to the learning needs and diverse circumstance of all students.

To align with the new *Alberta Education Assurance Framework* as well as the new *Division Plan for Continuous Growth*, Edmonton Catholic Schools developed new *ECSD Assurance Survey* questions during the 2020/2021 school year. As the survey questions were newly developed, the results for the 2020/2021 and 2021/2022 school years are not comparable to previous surveys conducted in previous school years. The COVID-19 pandemic is also a unique and historic event which further highlights the expectation that results should not be compared to prior years.

The *ECSD Assurance Survey* was conducted from December 6th, 2021 to January 28th, 2022 and was conducted digitally. All students in Grades 4 to 12, parents/guardians of all students, and staff at all schools/sites in the Division were invited to participate in the survey. The *ECSD Assurance Survey* items were also grouped into themes that aligned with the *Division Plan for Continuous Growth* priorities as well as the *Alberta Education Assurance Framework* domains.

With respect to both the *Alberta Education Assurance Framework* as well as the *ECSD Assurance Survey*, in addition to the Division reports, schools received school reports that are evaluated in their *School Plan for Continuous Growth*. Division results are provided on the Division Assurance Dashboards and individual school results are provided on the School Assurance Dashboards. The dashboards are located on the Division and schools' public websites.

LOCAL & SOCIETAL CONTEXT

OUR FOUNDATION - MISSION AND VISION

Inspired by:

- Love of the Father
- Faith in Jesus Christ
- Hope from the Holy Spirit

We believe in God, and we believe:

- That each person is created in the image and likeness of God
- That each child is a precious gift and sacred responsibility
- In the goodness, dignity and worth of each person
- That Christ is our model and our teacher
- In celebrating and witnessing our faith
- In transforming the world through Catholic education
- That Catholic education includes spiritual growth and fulfillment
- That learning is a lifelong journey
- That all can learn and develop their gifts
- In building inclusive Christ-centred communities for service to one another
- That all have rights, roles, and responsibilities for which they are accountable
- That Catholic education is a shared responsibility in which parents have a primary role

The mission of Edmonton Catholic Schools is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

Vision

Our students will learn together, work together, and pray together in answering the call to a faith-filled life of service.

Core Values

- Dignity & Respect
- Loyalty
- Honesty
- Fairness
- Personal & Communal Growth

Eight Characters of Catholic Education

- | | |
|---------------|------------------|
| ▪ Community | ▪ Tradition |
| ▪ Humanness | ▪ Sacramentality |
| ▪ Rationality | ▪ Spirituality |
| ▪ Justice | ▪ Hospitality |

CHRIST-CENTRED LEARNING AND DEFINING STATEMENT OF INCLUSIVE EDUCATION

CHRIST-CENTRED, COMPETENCY-BASED LEARNING IN EDMONTON CATHOLIC SCHOOLS

Preparing our students for this world and the next

Inspired by our Division's mission and vision statements, Edmonton Catholic Schools is committed to offering a Christ-centred, competency-based learning experience for all learners. Every facet of our learning system is aligned to offer an excellent Catholic education that inspires students to develop the conceptual and procedural understanding needed for successful learning, living, and working in Alberta and beyond.

Guided by our moral compass, students and staff will engage individually and collaboratively in serving the common good today while being good stewards for tomorrow.

A DEFINING STATEMENT OF INCLUSIVE EDUCATION IN OUR DIVISION - KATHOLOS: EDUCATION FOR LIFE FOR ALL

In accordance with our Division's Foundation Statement, all *resident students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying, and monitoring practices enabling all students to reach their potential, spiritually, socially, emotionally, physically, and academically within the Programs of Study alongside their peers.

*Resident student as defined by the *Education Act*

DIVISION PROFILE

The Edmonton Catholic Separate School Division currently has **96** schools.

LEVEL	EDMONTON CATHOLIC SCHOOL DIVISION
K-12	Edmonton Catholic School of Alternative Education
K-6	Anne Fitzgerald Catholic Elementary School
K-6	Annunciation Catholic Elementary School
K-9	Archbishop Joseph MacNeil Catholic Elementary/Junior High School
10-12	Archbishop MacDonald Catholic High School
10-12	Archbishop O'Leary Catholic High School
10-12	Austin O'Brien Catholic High School
K-9	Ben Calf Robe - St. Clare Catholic Elementary/Junior High School
K-9	Bishop David Motiuk Catholic Elementary/Junior High School
K-6	Bishop Greschuk Catholic Elementary School
K-6	Bishop Savaryn Catholic Elementary School
7-9	Cardinal Leger Catholic Junior High School
K-9	Christ the King Catholic Elementary/Junior High School
K-9	Corpus Christi Catholic Elementary/Junior High School
K-6	Divine Mercy Catholic Elementary School
K-6	Father Leo Green Catholic Elementary School
K-9	Father Michael Mireau Catholic Elementary/Junior High School
7-9	Father Michael Troy Catholic Junior High School
K-6	Frere Antoine Catholic Elementary School
K-9	Genesis Catholic Online Elementary/Junior High School
K-6	Good Shepherd Catholic Elementary School
7-9	H. E. Beriault Catholic Junior High School
K-6	Holy Child Catholic Elementary School
K-9	Holy Cross Catholic Elementary/Junior High School
K-9	Holy Family Catholic Elementary/Junior High School
10-12	Holy Trinity Catholic High School
K-12	J. H. Picard Catholic Elementary/Junior/Senior High School
7-9	J. J. Bowlen Catholic Junior High School
K-9	Joan Carr Catholic Elementary/Junior High School
K-6	John Paul I Catholic Elementary School
K-6	Katherine Therrien Catholic Elementary School
7-12	Louis St. Laurent Catholic Junior/Senior High School
K-6	Mary Hanley Catholic Elementary School
K-9	Monsignor Fee Otterson Catholic Elementary/Junior High School
K-6	Monsignor William Irwin Catholic Elementary School
10-12	Mother Margaret Mary Catholic High School
K-6	Our Lady of Mount Carmel Catholic Elementary School
K-6	Our Lady of Peace Catholic Elementary School
K-6	Our Lady of the Prairies Catholic Elementary School
PK-6	Our Lady of Victories Catholic Elementary School
7-9	Sir John Thompson Catholic Junior High School
K-9	Sister Annata Brockman Catholic Elementary/Junior High School

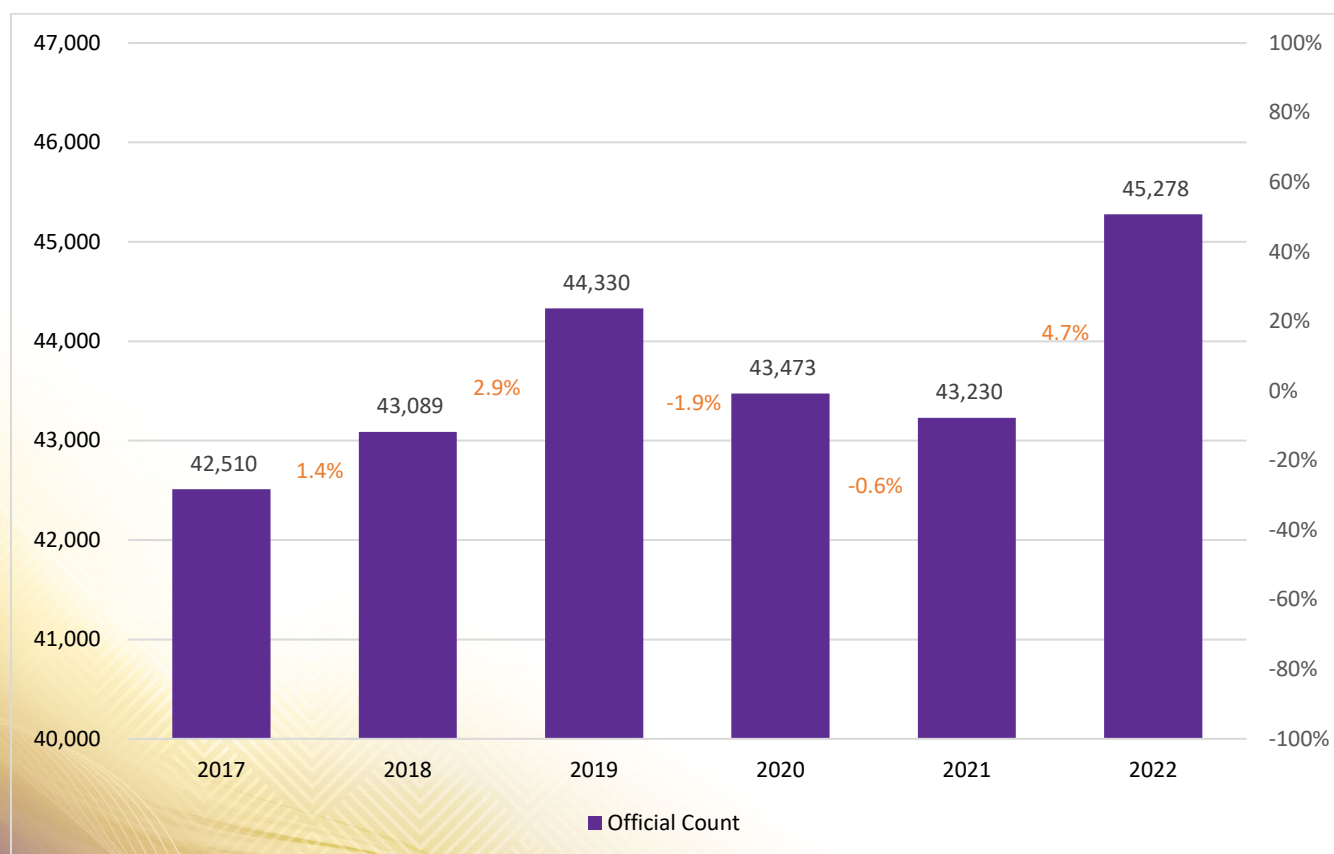
K-9	St. Alphonsus Catholic Elementary/Junior High School
K-6	St. Angela Catholic Elementary School
K-6	St. Anne Catholic Elementary School
K-6	St. Augustine Catholic Elementary School
K-6	St. Benedict Catholic Elementary School
K-6	St. Bernadette Catholic Elementary School
K-6	St. Bonaventure Catholic Elementary School
K-6	St. Boniface Catholic Elementary School
K-9	St. Brendan Catholic Elementary/Junior High School
K-9	St. Catherine Catholic Elementary/Junior High School
7-9	St. Cecilia Catholic Junior High School
K-6	St. Charles Catholic Elementary School
PK-9	St. Clement Catholic Elementary/Junior High School
K-6	St. Dominic Catholic Elementary School
K-9	St. Edmund Catholic Elementary/Junior High School
K-6	St. Elizabeth Catholic Elementary School
K-9	St. Elizabeth Seton Catholic Elementary/Junior High School
K-6	St. Francis of Assisi Catholic Elementary School
10-12	St. Francis Xavier Catholic High School
K-12	St. Gabriel Catholic Elementary/Junior/Senior High School
K-6	St. Gerard Catholic Elementary School
7-9	St. Hilda Catholic Junior High School
K-6	St. Jerome Catholic Elementary School
K-6	St. John Bosco Catholic Elementary School
K-9	St. John XXIII Catholic Elementary/Junior High School
10-12	St. Joseph Catholic High School
10-12	St. Joseph Catholic Online High School
K-6	St. Justin Catholic Elementary School
K-6	St. Kateri Catholic Elementary School
K-6	St. Leo Catholic Elementary School
K-6	St. Lucy Catholic Elementary School
K-6	St. Maria Goretti Catholic Elementary School
7-9	St. Mark Catholic Junior High School
K-6	St. Martha Catholic Elementary School
K-6	St. Martin Catholic Elementary School
K-6	St. Mary Catholic Elementary School
K-6	St. Matthew Catholic Elementary School
PK	St. Monica Catholic Elementary School
7-9	St. Nicholas Catholic Junior High School
10-12	St. Oscar Romero Catholic High School
K-6	St. Paul Catholic Elementary School
K-6	St. Philip Catholic Elementary School
K-6	St. Pius X Catholic Elementary School
K-6	St. Richard Catholic Elementary School
7-9	St. Rose Catholic Junior High School
K-6	St. Stanislaus Catholic Elementary School
K-6	St. Teresa Catholic Elementary School

K-6	St. Teresa of Calcutta Catholic Elementary School
K-9	St. Thomas Aquinas Catholic Elementary/Junior High School
7-9	St. Thomas More Catholic Junior High School
K-6	St. Timothy Catholic Elementary School
K-6	St. Vincent Catholic Elementary School
PK-6	St. Vladimir Catholic Elementary School
K-12	Kisiko Awasis Kiskinhamawin at Mountain Cree Camp

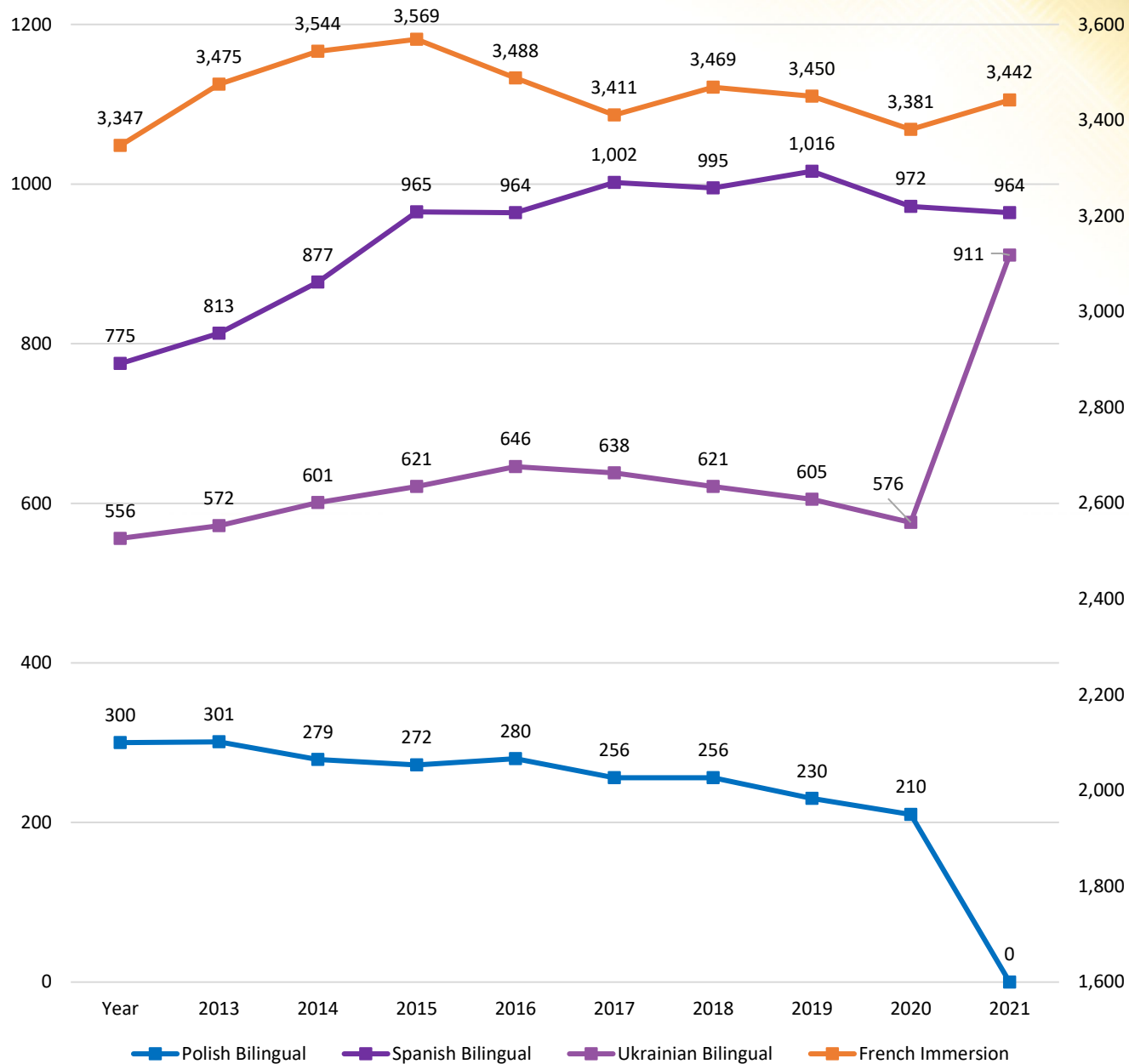
ECSD SCHOOLS 2022-2023

Elementary.....	51
Elementary/Junior High	20
Junior High	11
Elementary/Junior/Senior High.....	3
Junior/Senior High	1
Senior High.....	9
Alternative Education Services.....	1
Total.....	96

ENROLMENT TRENDS



ENROLMENT BILINGUAL AND IMMERSION LANGUAGE PROGRAMS



CATHOLIC IDENTITY

ECSD Assurance Survey Measures & Results

Percentage of students, parents and staff that agree their school provides an environment for students to serve, celebrate and grow in the Catholic faith.	Results % 2020-21	Results % 2021-22
Parents	94.1	96.0
Students	90.9	93.6
Staff	94.5	97.0

In considering the **grades 4 to 6** students, results indicated that:

- **98.2%** indicated that their school teaches them about the Catholic faith
- **97.6%** agreed that they pray regularly at their school
- **96.9%** indicated that they have religious celebrations at their school throughout the school year
- **92.3%** agreed that they have the opportunity to participate in Social Justice activities

In considering the **grades 7 to 9** students, results indicated that:

- **96.7%** indicated that their school teaches them about the Catholic faith
- **95.8%** agreed that they pray regularly at their school
- **95.6%** indicated that they have religious celebrations at their school throughout the school year
- **84.4%** agreed that they have the opportunity to participate in Social Justice activities

In considering the **grades 10 to 12** students, results indicated that:

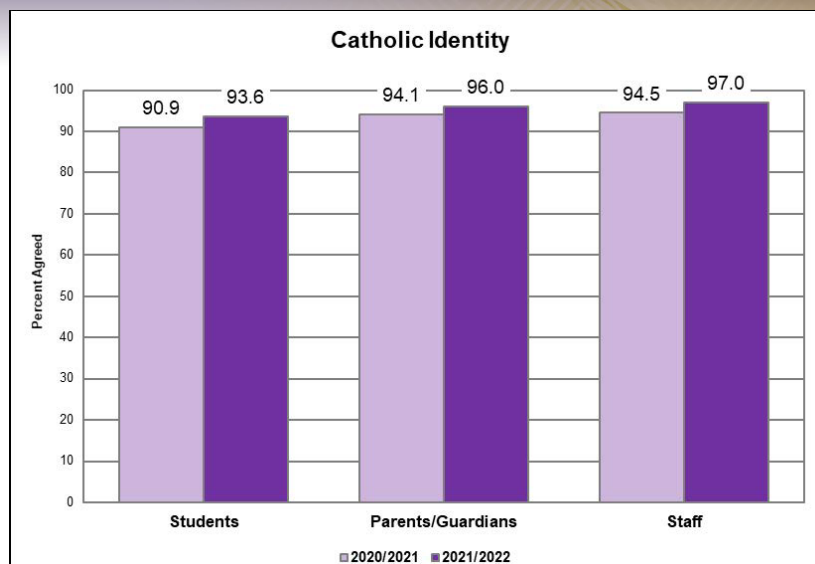
- **92.5%** indicated that their school teaches them about the Catholic faith
- **92.3%** indicated that they have religious celebrations at their school throughout the school year
- **91.7%** agreed that they pray regularly at their school
- **81.5%** agreed that they have the opportunity to participate in Social Justice activities

In considering the **parents/guardians**, results indicated that:

- **97.0%** indicated that their child's school has religious celebrations throughout the school year
- **96.9%** indicated that their child's school creates and promotes a learning environment that is grounded in the Catholic faith
- **96.7%** agreed that their child has the opportunity to pray regularly at school
- **93.3%** agreed that their child has the opportunity to participate in Social Justice activities at school

In considering the **staff**, results indicated that:

- **97.5%** indicated that they have religious celebrations at their school/site throughout the school year
- **97.5%** agreed that they have the opportunity to pray regularly at their school/site
- **96.5%** indicated that their school/department/site creates and promotes an environment that is grounded in the Catholic faith
- **96.4%** agreed that they have the opportunity to be involved in charitable activities, service, and social justice at their school/department/site



COMMENTARY ON RESULTS:

As this priority/goal is foundational to who we are as a Division, we have robust metrics to assure our stakeholders that we are approaching Catholic education with great intentionality. Our 2021-2022 ECSD Assurance Survey in this area were very affirming.

In the priority of Growing in Faith, our goal was that our students and staff will learn and live the Word of God through worship, witness, and service.

Schools, in turn, carried out site specific work in this priority by choosing and adapting these key strategies to fit their own context. There was much work at the Division level to support this work.

Our theme for the 2021-2022 school year was “God calls us each by name” and is guided by scripture from Jeremiah. At its root, our theme is a message of hope. Catholic education is entirely about building a future with hope. When we serve the children of Edmonton Catholic Schools, our goal is to instill in them a sense of wonder in themselves as children of God so that they see themselves as members and builders of His kingdom. There is nothing more hopeful than this. Schools spent the year unfolding this theme with connections to literature and art, to name a few examples.

Much intentional work has taken place to support the work in each strategy. Every school in our Division has a chaplain to support this priority. The chaplain is a Catholic teacher designated to provide leadership in promoting the spiritual needs of the school under the supervision of its principal. Their duties also include coordinating and enhancing home-school-parish partnerships and serving as a spiritual advisor to students and staff. The chaplain is an integral part of the team that plans faith formation activities for students and staff alike in areas such as celebrating and exploring the school charism, supporting social justice learning, and grade level retreats.

A particularly important activity for our chaplains this year was to support families whose children were unable to receive their sacraments during COVID-19. Their support made it so much easier for families to reconnect with the Church and to engage in sacramental life. The facilitating of these connections was deeply appreciated by families and by parishes.

Our schools also explore their relationship to society and the world through their acts of social justice. In our schools and sites, Catholic Social Teaching is the foundation of our social justice projects. In any given week, we see and hear stories of students and staff participating in social justice initiatives – acts of mercy for the poor and vulnerable; promoting the dignity of every life through prayer and advocacy; assisting fellow students and staff who face tragedy; and feeding the hungry by collecting food for our Food Bank. You can see the scope of the learning that occurred and the wonderful story of social justice in our Division by reading our report [Social Justice in Edmonton Catholic Schools 2021-2022](#).

In high school, students are required to complete a minimum of ten Christian Service hours per Religion course. Christian Service hours are an important way that our students are formed in the teachings of the Catholic faith and connected to the importance of caring for diverse and vulnerable communities in our city. This is so very supportive of helping them to come to know and understand their call to be part of the community and the Church as responsible, positive, contributing members.

Certainly, COVID-19 forced us to move much of our Division work in Growing in Faith into a virtual realm; we did realize some great things in that move. We have held an in-person Faith Formation Day, and the Father Michael “Catfish” Mireau Youth Faith Day for our Grade 8 students for the past several years. It is incredibly popular with our youth. We discovered that by hosting the event virtually, not only did we create a much more cost effective and efficient model, we were also able to expand the day to include all junior high students. They were able to engage with international Catholic presenters who bring faith to life in the context of our youth culture.

STUDENT GROWTH & ACHIEVEMENT

ALBERTA EDUCATION ASSURANCE MEASURES OVERALL SUMMARY – FALL 2022

Assurance Domain	Measure	Edmonton Catholic Separate School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.9	86.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	85.1	84.9	85.6	81.4	83.2	83.1	Very High	Declined	Good
	3-year High School Completion	89.6	89.9	88.3	83.2	83.4	81.1	Very High	Improved	Excellent
	5-year High School Completion	91.7	92.0	90.9	87.1	86.2	85.6	High	Improved	Good
	PAT: Acceptable	74.4	n/a	77.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	20.5	n/a	20.2	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	76.4	n/a	83.5	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	15.6	n/a	21.6	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.5	90.0	91.2	89.0	89.6	90.3	Very High	Declined Significantly	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.4	87.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.8	83.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	81.9	81.3	83.3	78.8	79.5	81.5	High	Declined	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019-2020 and 2020-2021 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exams measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures & Results

ECSD PAT

A – Acceptable | E – Excellence

Grade 6 PAT	ECSD % 2017-18		ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22	
	A	E	A	E	A/E	A/E	A	E
English Language Arts	91.9	19.2	91.6	22.7	n/a	n/a	90.5	26.1
French Language Arts	92.9	14.2	91.5	20.8	n/a	n/a	85.4	16.3
Mathematics	79.0	11.8	75.4	13.5	n/a	n/a	74.2	15.3
Science	84.7	27.6	81.9	26.5	n/a	n/a	83.0	28.0
Social Studies	82.4	20.7	81.4	23.8	n/a	n/a	79.4	22.7

*Grade 6 and 9 PAT's not written in 2019-20 and 2020-21 due to COVID-19.

Grade 9 PAT	ECSD % 2017-18		ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22	
	A	E	A	E	A/E	A/E	A	E
English Language Arts	86.6	16.6	86.8	15.7	n/a	n/a	87.0	18.5
English Language Arts K&E	71.4	11.9	72.3	4.3	n/a	n/a	70.1	9.2
French Language Arts	90.0	12.2	85.2	12.3	n/a	n/a	84.9	14.1
Mathematics	64.9	13.9	63.3	14.5	n/a	n/a	64.6	17.9
Mathematics K&E	61.5	11.5	56.2	9.5	n/a	n/a	62.5	3.4
Science	86.1	29.4	85.8	32.0	n/a	n/a	80.1	28.5
Science K&E	73.4	11.7	68.5	13.0	n/a	n/a	65.9	6.8
Social Studies	77.1	24.9	77.7	20.1	n/a	n/a	72.9	19.7
Social Studies K&E	61.4	15.9	69.7	20.2	n/a	n/a	62.5	10.2

*Grade 6 and 9 PAT's not written in 2019-20 and 2020-21 due to COVID-19.

ECSD DIPLOMA

Grades 10-12 DIP	ECSD % 2017-18		ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22	
	A	E	A	E	A/E	A/E	A	E
English Language Arts 30-1	90.7	14.0	89.2	11.7	n/a	n/a	82.2	6.5
English Language Arts 30-2	89.1	14.7	88.5	12.4	n/a	n/a	86.4	13.3
French Language Arts 30-1	90.9	9.1	95.0	5.0	n/a	n/a	90.5	2.4
Mathematics 30-1	78.1	31.7	77.9	30.2	n/a	n/a	70.4	26.4
Mathematics 30-2	76.7	19.3	75.9	16.5	n/a	n/a	65.7	13.5
Social Studies 30-1	88.4	16.3	91.5	13.8	n/a	n/a	83.4	12.6
Social Studies 30-2	77.9	10.2	75.8	10.7	n/a	n/a	76.4	11.5
Biology 30	86.9	31.7	82.7	33.4	n/a	n/a	71.2	21.3
Chemistry 30	80.6	27.1	84.2	38.6	n/a	n/a	67.9	19.5
Physics 30	88.0	43.6	84.1	39.7	n/a	n/a	75.2	23.7
Science 30	87.4	31.7	83.6	29.2	n/a	n/a	77.2	20.0

*Grade 10-12 DIP - No results for 2019-20 and 2020-21 due to COVID-19

Diplomas were an optional part of the 2020-21 school year due to COVID-19

ECSD HIGH SCHOOL COMPLETION

Performance Measures	Results %				Evaluation		
	2017-18	2018-19	2019-20	2020-21	Achievement	Improvement	Overall
High school completion rate of students within 3 years of entering Grade 10	88.1	86.9	89.9	89.6	Very High	Improved	Excellent
High school completion rate of students within 5 years of entering Grade 10	90.2	90.6	92.0	91.7	High	Improved	Good

Note: Participation in the 2019-20 and 2020-21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

ECSD CITIZENSHIP

Performance Measures - Percentage of parents, students and teachers who are satisfied that students model the characteristics of active citizenship.	Results %					Evaluation		
	2017-18	2018-19	2019-20	2020-21	2021-22	Achievement	Improvement	Overall
Parents	83.6	85.6	86.0	83.7	85.7	Very High	Maintained	Excellent
Students	74.8	75.0	77.0	75.6	75.4	Very High	Declined	Good
Teachers	94.5	94.7	95.5	95.5	94.3	High	Declined	Acceptable

Notes:

1. The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic.
2. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020-21. Caution should be used when interpreting trends over time.

ECSD STUDENT LEARNING ENGAGEMENT

Performance Measures - Percentage of parents, students and teachers who agree that students are engaged in their learning at school.	Results %				
	2017-18	2018-19	2019-20	2020-21	2021-22
Parents	n/a	n/a	n/a	89.9	91.4
Students	n/a	n/a	n/a	73.4	73.1
Teachers	n/a	n/a	n/a	95.8	96.1

Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

ECSD Assurance Survey Measures & Results

ECSD STUDENT ENGAGEMENT

Performance Measures - The percentage of staff, parents and students who agree that students are engaged in their learning at school.	Results % 2020-21	Results % 2021-22
Parents	89.8	92.0
Students	82.9	87.0
Staff	88.0	92.0

In considering the **grades 4 to 6** students, results indicated that:

- **97.9%** agreed that their school expects them to try their best
- **94.4%** indicated that their school demonstrates environmental responsibility
- **83.8%** agreed that they have opportunities to share their opinions about their school with school staff
- **81.8%** agreed that their school has a variety of extra-curricular activities, clubs, and/or teams

In considering the **grades 7 to 9** students, results indicated that:

- **94.7%** agreed that their school expects them to try their best
- **92.4%** agreed that their school has a variety of extra-curricular activities, clubs, and/or teams
- **83.5%** indicated that their school demonstrates environmental responsibility
- **73.6%** agreed that they have opportunities to share their opinions about their school with school staff

In considering the **grades 10 to 12** students, results indicated that:

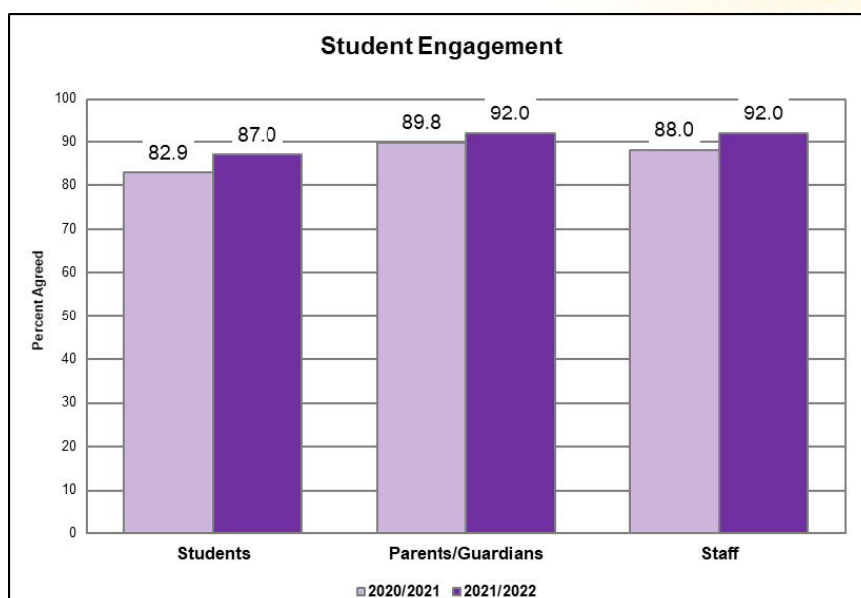
- **92.5%** agreed that their school expects them to try their best
- **90.3%** agreed that their school has a variety of extra-curricular activities, clubs, and/or teams
- **78.5%** indicated that their school demonstrates environmental responsibility
- **73.9%** agreed that they have opportunities to share their opinions about their school with school staff

In considering the **parents/guardians**, results indicated that:

- **96.9%** agreed that their child's school expects their child to try their best
- **96.4%** indicated that their child's school demonstrates environmental responsibility
- **82.3%** agreed that their child's school has a variety of extra-curricular activities, clubs, and/or teams

In considering the **staff**, results indicated that:

- **93.4%** agreed that their school creates opportunities for students to share their opinions about the school with school staff
- **91.4%** agreed that their school has a variety of extra-curricular activities, clubs, and/or teams
- **91.4%** indicated that their school/site demonstrates environmental responsibility



*Note: It is important to note that questions with respect to healthy food choices and physical activity were removed from the student surveys this year as similar questions were included in another Division survey administered earlier this school year. As a result, caution should be used when comparing the student results across time. In recalculating the 2020-21 student results by removing the questions associated with healthy food choices and physical activity, a recalculated result of **83.4%** would be comparable. The original student result of **82.9%** includes the healthy food choices and physical activity questions for the 2020-21 school year and appears within the chart above.*

COMMENTARY ON RESULTS:

ENGLISH LANGUAGE ARTS 6

- In reviewing the ELA PAT results from June 2022, we had 86.2% students scoring at the Acceptable Standard in the ELA Pat (compared to 76.1% in the province). We had 24.9% students achieving the Standard of Excellence (compared with 18.9% across the province). Our Division scored above the provincial average in all areas of writing and above the provincial average in most categories of reading. Areas of reading requiring additional support include: comprehension including solving words in context, determining importance, and synthesizing information; identifying figurative language; exposure to a variety of genres including informational texts, poetry, and comics.
- In response, students have completed literacy screeners and narrative write on assessments which provide valuable data on decoding, comprehension, and writing. Teachers and administrators can access consultant support for interpreting the data to inform instruction. Ongoing Professional Development sessions this year include *Literacy Data! Now What?*, *How to Support Our Readers*, *Narrative Writing*, and a *PAT Community of Practice*. We have included a variety of reading and writing resources on SharePoint to support understanding

and instruction and are continuing to explore additional resources to support reading and writing. Further to this, we are continuing to leverage our understanding of the data gathered from our reading assessments, to better inform our instruction throughout the year. Dashboards are being created for schools to more easily access and interpret the data for timely use.

ENGLISH LANGUAGE ARTS 9

- Scores on the ELA 9 PAT were above the provincial average in both writing and reading. Our Division had 81.9% of students at the Acceptable Standard (compared to 69.6% in the province). There were 17.4% of our students achieved the Standard of Excellence compared to 12.9% in the province. To maintain and build upon this trend, we have introduced the *Reading Screeners Professional Learning Series*, which is meant to familiarize junior high teachers with the Five Pillars of Reading and the recommendations of the National Reading Council to most efficiently and effectively address the needs of struggling readers. Resources, training videos, and activities for deepening understanding are posted to SharePoint monthly. Through the strategies offered through this PD, ELA teachers may attend to the vocabulary and background knowledge necessary to excel in these exams.
- Another ongoing professional development opportunity for teachers is the Reading Comprehension Blueprint Training and CSA Item development workshops. These sessions provide ways for teachers to build upon their work in instructing their students in close reading by allowing teachers to investigate the exam blueprint and draft test items at appropriate curricular grade levels.
- In response to the feedback from the CSA Item Writing workshops, work is also being done to address how teachers may better prepare students for the demands of close reading. This has led to ongoing work in creating a junior high appropriate Annotation Scoring Guide, using the reporting categories from the Alberta Education Reading Comprehension Blueprint. In this way, teachers will be able to accurately assess a student's grasp of terminology, interpretation, and synthesis of texts of all genres, leading to increased comprehension and precision of expression.

ENGLISH 30-1

- Our Division had 82.2% of students scoring at the Acceptable Standard compared to 78.8% in the province. We are continuing to strive to further increase our number of students attaining excellence.
- Reading Comprehension results were largely similar to provincial results, with areas for improvement centering around questions related to an author's implicit purpose. As high school teachers continue to develop Common Summative Assessments (CSA) items for ELA 10 and 20, we will take care to include questions that test for this knowledge (2B/3B) and provide guidance and strategies for teachers to explicitly instruct that skill on the ELA SharePoint page.
- In the area of writing, results were satisfactory for students achieving an Acceptable Standard, but fewer students achieved the Standard of Excellence. An ongoing professional development opportunity to address this is through focusing on the instructional leadership capacity of ELA department heads through the Outcomes Based Assessment (OBA) Community of Practice. As we continue to work with department heads

to investigate and refine their school-based assessments and grading practices, we will discuss the multiple ways that ELA students can express proficiency and excellence in the areas of critical thought and creativity.

- The *ELA Search Party* Community of Practice is dedicated to finding recently published texts to bring into the classroom for both study and assessment purposes. The task of having teachers across the Division read newly published work moves us towards two things: first, exposing students to updated contexts and diverse authors, thereby preparing students to encounter such texts on a diploma; second, a teacher created scope and sequence for text features that are sortable by grade level and tailored to curricular outcome. As teachers gain experience selecting and rejecting texts, we will capture the selection process on paper to share it with the Division.

ENGLISH 30-2

- Results from the English 30-2 Diploma show that our students scored above the province in both the Acceptable Standard and the Standard of Excellence. Work will continue with teachers in this area to ensure that the –2 CSAs reflect the quality and discrimination of the Alberta Diploma.
- English 30-2 Diploma results were equal to the province in reading comprehension. Much work has been done in the last few years to bring graphic novels and writers of colour into prominence in the ELA –2 courses across the Division. As teachers continue to work with these engaging and emerging texts, we will compile and publish resources and supporting documents on the SharePoint page for wide distribution.
- The ongoing *English Chat* weekly PD series allows for teachers to regularly meet online, develop professional rapport, and share or discuss best practices, new strategies, and past failures. In this way, teachers both experienced and new to teaching ELA can meet to build one another up and warn one another away from ineffective practices.

MATHEMATICS 6

- We are pleased to see the trend of students performing at the Acceptable Standard is now above the province. As well, the trend for our students achieving at the Standard of Excellence is above the province. The work of continuing to increase our performance in math is ongoing.
- Students in Grades 5 and 6 are writing the Division's Math Assessment Screening Tool (MAST), an assessment that has a pre-/post-test that is modeled after the Provincial Achievement Test. Teachers are using the pre-test data to determine areas of need in their classes to drive their instruction. Further to this, the government numeracy assessments in the other elementary grades are being leveraged to support teachers by providing information about their students' understanding of mathematics concepts. Dashboards are being created to help schools better access and understand the data for individual, classroom, and school wide targeted support strategies. Professional development is also being provided to help schools better understand, interpret, and apply their student data to inform instruction.
- Supports provided to teachers include:
 - Provincial Achievement Test Community of Practice – A COP focused on instructional strategies to support student success on PATs.

- Ongoing series of professional learning on foundational math skills, including measurement, spatial relations, and early operations.
- MathUp support – using the MathUP resource to provide background knowledge for teachers in the instruction and assessment of mathematics.
- Professional learning on strategies for subtraction and division; for example, using Exploding Dots, a visual learning strategy; and Number Talks to develop number sense and support computational fluency.
- Professional learning on strategies to support the development of understanding of fraction and decimals.
- Pilot Jump Math program at three sites to evaluate the effectiveness of that program in developing student foundational skills. To support the pilot schools, as well as all interested teachers, ECSD has brought in the founder of JUMP Math to present the rationale behind the scaffolded, structured inquiry approach found within this resource.
- DWPD, coordinated amongst consultants, to provide targeted support of identified areas of need across the grade levels.
- Ongoing professional development and onsite support to assist educators in the utilization of visual tools for thinking to support conceptual understanding of operations.
- Capitalizing on School Teams meetings to highlight key instructional strategies and support materials to impact student achievement. These meetings also provide opportunity to connect with school leaders in order to support individual school growth plans.

MATHEMATICS 9

- Although there is ongoing work to do with mathematics, we are pleased to see that our students performing at the Acceptable Standard are now above the province.
- Number strand appears to require the most attention. The specific areas of support for this mathematical strand will include: Order of operations (including place value); Fractions and percentage with special focus on reasoning and complex structured responses; Assessment items with attention to cognitive levels and mathematical conventions
- In responding to these needs, teachers will have choice to participate in the following professional learning options over the 2022-2023 school year:
 - Guest speaker (Pamela Harris) workshop on reasoning.
 - COP on building powerful numeracy through problem strings (extension on the workshop).
 - COP of item writing to support question development that parallel PAT question standards. These items will be used for our Common Summative Assessments in Grades 7 and 8.
 - Participate in data analysis sessions at the school level.
 - In addition, students from Grades 7, 8 and 9 will participate in three rounds of Common Formative Assessment over this upcoming school year. This will provide both teachers and students with timely

data on how foundational skills are progressing. Analysis sessions will also be available should schools request support.

MATHEMATICS 30-1 AND MATHEMATICS 30-2

- We are pleased to see our students achieving significantly higher than the province for those students achieving Acceptable Standard and we also have a higher number of students at the Standard of Excellence compared to the province.
- Learning Services, together with mathematic teachers, continue to develop Common Summative Assessments for Math 10C, 20-2, and 20-1 administered at the end of each semester. The intention of these common assessments is to expose students and teachers at the 10 and 20 levels to learning expectations, success criteria, and rigor parallel to Provincial Assessment. During the development of each Common Summative Assessment, teachers participate in professional development in areas such as blueprinting and question item creation that is linked not only to specific outcomes in the Program of Studies but also linked to cognitive processes and levels of achievement. Much of our work continues to be on success criteria for written-response directing words. Teaching supports and resources for CSAs are available on SharePoint.
- To further support teacher development, Learning Services has hosted a workshop conducted by Pamela Harris on *Mathematical Reasoning*. To support leadership within ECSD, the Mathematics department heads will be participating in a book study *The Math Pact: Achieving Instructional Coherence Within and Across Grades*, High School edition.

SCIENCE 6

- We are pleased to see our students scoring above the provincial average for meeting the acceptable standard. (Division attained 75.9% at the Acceptable Standard compared with 67.8% in the province. The Division scored above the provincial average on Standard of Excellence as well.
- To further support our learning, and respond to those students who did not achieve the Acceptable Standard, Science consultants have taken the following measures and implementations:
 - Elementary curriculum consultants have planned and established a PAT Community of Practice for Grade 6 teachers. Three sessions will be offered to support teachers with subject specific resources and best practices to ensure student success on the Grade 6 PAT. Repeat sessions will also be offered to reach as many Grade 6 teachers as possible.
 - Professional Learning Sessions offered by Science consultants will have a targeted focus on Science Inquiry and Problem Solving Through Technology Skills to support the teaching, learning and assessment of the skills in the Program of Studies. This theme will be present in sessions for all grades to ensure a continuum of learning and a progression of development of skills up to and including Grade 6 students.
 - Support for Science Pilot 6 teachers will continue and correlations between the new Science and 1996 Program of Studies will be taken into consideration to support Grade 6 teachers of the current curriculum, as there are similarities in the skills and processes in the 1996 Program of Studies and the new organizing idea of scientific methods. Grade 6 teachers of the current curriculum will be

invited to view lessons, resources on SharePoint and to attend professional learning sessions for the new Science curriculum.

SCIENCE 9

- The Division scored above the provincial average on Standard of Excellence with 26.7% achieving Excellence, and we also scored above the province Acceptable Standard with 74.8% achieving Acceptable Standard as compared to the provincial average at 68%. Regarding these results, the Skills component appears to require the most attention.
- In response to sciences having been identified as an area of need, Learning Services, along with teachers in the Division, created Common Summative Assessments for Science 7 and Science 8 courses. These were, and will continue to be, administered in June. The intention is to guide instruction to improve student learning, in accordance with the Assurance Model. During the development of each Common Summative Assessment, teachers participate in professional development in the validation and item writing process. This includes how to create valid items, how to create blueprinted exams according to the scope and cognitive levels intended by the Program of Studies. In addition, opportunities for Data Analysis sessions have occurred - including a series of District Wide Professional Development sessions where teachers and administrators participated in using a digital tool found on SharePoint. Common Summative Assessment Analysis also occurs at individual sites, where subs are provided to teachers to work along with the consultant to help analyze and plan strategies to improve student learning.
- Added resources have been curated, developed, and shared through the Junior High Science SharePoint and Junior High Science Lead Teacher MS Teams site to help develop the skills needed at all Junior High Science levels. This includes variable identification in a lab scenario, strategies to increase literacy in science, and community engagement opportunities.

Senior High Science

- This is an area of significant concern as there continues to be an ongoing trend of achieving below the province in Chemistry 30, Physics 30, and Biology 30 in both the Acceptable Standard and the Standard of Excellence.
- Learning Services for the past several years has had Division exams in the Sciences. This past year we began the process of together with teachers in the Division, making some revisions to the Common Summative Assessments for 10 and 20 level Science courses, administered at the end of each semester. In further analysis of these tests at the end of this past year, we have realized that the original exams require more extensive revisions and updates with the weighting of curriculum outcomes in relation to number of corresponding test questions, as well as a balance of high complexity questions vs acceptable standard questions. These tests will require significant revisions this year. The intention of these assessments is to guide instruction to improve student learning, in accordance with the Assurance Model. During the development of each Common Summative Assessment, which includes both item writing and exam validation, teachers will continue to be selected to participate in professional development on how to create valid and reliable machine scored items and how to blueprint exams according to the scope and cognitive level intended by the Program of Studies. Furthermore, when evaluating items previously submitted by item

writing groups, participating teachers are guided through the continuous improvement cycle, providing teachers both the time and a place for rich discussion about best practice, thereby increasing teacher capacity and collaboration across the Division.

- During Department Head (DH) meetings, our Science consultant has supported DHs in looking at their data from the CSAs, and DHs are exploring possible common course outlines and common assessments during a course year as well – by working together we can leverage the strengths of everyone.
- Upon reviewing Chemistry 30 Diploma exam results, general outcomes D1 and D2 require the most attention. The identified area of support required for this reporting category is chemical equilibrium, with a focus on acid-base systems and applying Le Chatelier's principle. In Biology 30, general outcome C2 requires the greatest attention. The identified area of support required for this reporting category is genetics, specifically determining patterns of inheritance, genotypes and phenotypes, and calculating probabilities. In Physics 30, general outcome B2 requires the most attention. The area of support for this reporting category is specific to using electric field theory to describe electrical phenomena. In responding to these needs, teachers will have an opportunity to participate in the following professional learning and options over the 2022-2023 school year:
 - Mid-year Science Professional Development morning with Dr. Peter Mahaffy from the King's Center for the Visualization in Science.
 - Professional development on how to implement thinking routines in the Secondary Science classroom, based on research projects from Project Zero.
 - Professional development on how to build thinking classrooms using Peter Liljedahl's framework to enhance student learning.
 - Community of Practise (COP) amongst subject-specific teachers, to support best practice and share resources. The first session will take place during the mid-year professional development morning, where teachers will participate in sessions that highlight novel ways to teach difficult concepts.
 - COP of item writing to support question development with the CSAs that parallel Diploma standards.
 - Participation in data analysis at a department level to identify areas of concern and set goals targeted at improving student learning and achievement. For example, after analyzing Biology 20 CSA results, schools that participated identified the need to increase student opportunity for application, evaluation and synthesis of material, and decrease reliance on rote memorization.
 - Participation in an analysis of in-school assessments to ensure that they are in line with the rigor of Diploma exams, with regards to cognitive level and cognitive spread.
 - Utilize newly developed and gathered resources found on subject specific pages on the Secondary Science SharePoint site.
 - Examples of newly developed resources include a hydrogen bonding lab for Chemistry 20 and a molar enthalpy of solution lab for Chemistry 30. Both labs include video support and outcomes-based assessment rubrics.

SOCIAL STUDIES 6

- In reviewing the Social Studies PAT results from June 2022, our Division scored above the provincial average in both the Acceptable Standard and the Standard of Excellence (we had 75.9% of students achieving the Acceptable Standard compared with 67.8% across the province).
- To continue the learning, and target those areas where students did not attain the Acceptable Standard, the following is occurring:
 - As a response to the trend of students achieving below Acceptable Standards on the Grade 6 Social Studies PAT the Social Studies team is implementing the following:
 - Elementary Learning Services Curriculum consultants have launched a coordinated PAT COP. All Grade 6 teachers have been invited to attend three sessions with a deep dive into subject specific resources, lesson ideas, and best practices all gear towards improving student success on the Grade 6 PAT. These sessions begin on November 3 so that we can implement and improve these practices over the course of the school year.
 - The Social Studies team has placed a focus within all PD sessions surrounding best practices for teaching skills and processes which was identified as an area of need in our results.
 - New resources and lesson ideas have been developed and shared on SharePoint that highlight outcome dissection, student engagement, and the infusion of skills and processes.

SOCIAL STUDIES 9

- Results on the Social Studies 9 PAT demonstrate that our students are above the provincial average in both Acceptable Standard and the Standard of Excellence. Of which 68.3% of our students achieved the Acceptable Standard compared to 60.8% across the province. Clearly, we will continue to target continued improvement in this area. Literacy in Social Studies is an area of need – struggling readers are being identified through screening and support is being provided through a video series with the ELA consultant. New resources are being implemented in classrooms to have students be exposed to a variety of media before the PAT.
- Support will continue for teachers in creating course outlines, assessments, and scoring guides which directly link to outcomes. Exemplars of course outlines are posted on SharePoint and shared with schools. Work is continuing with departments and school administration to implement practices that better measure student understanding of outcomes.
- Social Studies consultant will work with teachers to analyze CSA data so gaps in student learning are addressed. Data with a corresponding framework is available on SharePoint for teachers or departments to analyze their data. Schools are also working with the consultant one on one when complexities arise or there is a lack of experience working with testing data.

SOCIAL STUDIES 30-1

- The results of the Social Studies 30-1 Diploma exam are above the provincial average with 83.4% of students achieving the Acceptable Standard (compared with 81.5% in the province). An area of growth is continuing to increase our number of students who are achieving the Standard of Excellence (we are currently below the provincial average in this area at 12.6% achieving Excellence compared with 16.8% across the province). Students in the Division scored better on the written assignments compared to the multiple choice questions. As with the rest of the province, there was a significant discrepancy in the school-awarded mark and the exam mark, which is a concern. To improve results on the 30-1 Diploma exam, especially helping students achieve Excellence, the following steps are being taken:
- CSA Results Analysis – data and framework provided on SharePoint and with department heads to support the use of data in changing classroom practices. New item-building and validation procedures are in place this year to involve more teachers, building Division capacity in the creating of effective assessment tools.
- Outcomes-based Assessment Working Group - Department heads and assistant principals examine classroom and school practices to better align assessments to the Programs of Study with data from the CSAs as the guiding tool.
- Contextualizing Content – Social departments are supported in having students engage in community events to broaden and apply their understanding of content. Active Model United Nations and Ethics Bowl teams are in every high school.

SOCIAL STUDIES 30-2

- Students in Edmonton Catholic Schools had a higher number of students attaining the Acceptable Standard compared with the province (76.4% achieved the Acceptable Standard compared with 72.5% across the province). As with the 30-1 exam, ECSD students performed below the provincial average with the Standard of Excellence. (Our Division had 11.5% of students meeting the Standard of Excellence and the province had 13.2% of students meet the Standard of Excellence.) We are responding to increased areas of need through:
 - CSA Results Analysis - data and framework provided on SharePoint and with department heads to support the use of data in changing classroom practices. New item-building and validation procedures are in place this year to involve more teachers, building Division capacity in the creating of effective assessment tools. At the –2 level, there is a lot of focus on source selection and creation so students are familiar with analyzing the sources like what they will see on the 30-2 Diploma exam.
 - Outcomes-based Assessment Working Group - Department heads and assistant principals examine classroom and school practices to better align assessments to the Programs of Study with data from the CSAs as the guiding tool. Specifically, for –2, this group provides the opportunity for dispelling misconceptions still commonly held about the exam which can lead to better classroom practice.

FRENCH LANGUAGE ARTS 6

- The results for the French Language Arts Grade 6 Provincial Achievement Test indicated that our students performed above the province's Acceptable Standard and Standard of Excellence in reading and writing. Of which 84% of our students met the Acceptable Standard compared to 76.9% in the province. We had 16% of

our students meet the Standard of Excellence compared with 10.6% of students across the province. To continue this trend, professional learning will continue to build teacher capacity in best literacy practices.

- Writing Workshops – This year, Grades 4-6 teachers will participate in writing workshops with a French Immersion writing expert, Martine Cavanagh. The focus of these workshops will be on strategies teachers can use for language learners such as text structures, varied sentence structures, word choice and conventions.
- FLA Writing Tasks – Along with the writing workshop, the Division has created FLA writing tasks that will be administered twice throughout the year. The data from these tasks will be used to inform instruction. Collaborative correction sessions will be held for K-6 teachers. All writing tasks and support documents are on the FI SharePoint.
- PAT COP Sessions – Curriculum consultants have organized three PAT sessions to support teachers leading up to the PATs. Each session will include explicit strategies that can be used to support language learners in ELA, FLA, Math, Science and Social Studies. In addition to these COP sessions, FLA Grade 6 teachers will participate in two sessions to support both FLA Parts A and B.

FRENCH LANGUAGE ARTS 9

- The results of the Grade 9 French Language Arts Provincial Achievement Tests demonstrated that the students in Edmonton Catholic Schools are achieving above the provincial average in the Standard of Excellence and the Acceptable Standard. Of which 81.6% of our students met the Acceptable Standard compared to 73.5% of students across the province; and 13.5% of our students met the Standard of Excellence compared with 9.9% of students across the province. We will be offering the following professional learning to continue these trends:
 - Common summative assessment community of practice – This community of practice will meet throughout the year to collaborate in the creation of the common reading comprehension exams for FLA 7 and 8. These exams will also serve to inform us on the needs of students and target professional learning.
 - Humanities writing tasks for Grades 7- 9 – These writing tasks will integrate Social Studies content into a written response that students will complete twice a year, in November and April. These writing tasks will help students transfer their written communication skills into another curricular area. Focus will be on communication outcomes from the Social Studies program of studies as well as conventions and grammar from the FLA program of study.
 - Content literacy – Division wide sessions and targeted PD for specific school sites will provide teachers with professional development on integrating literacy across all curricular areas, paying special attention to reading comprehension and vocabulary development. Reading screeners administered in English will inform teachers of individual student needs.

FRENCH LANGUAGE ARTS 30-1

- Work this year will need to intentionally target both the Acceptable Standard and the Standard of Excellence, as both of these areas were below the provincial averages this year. Our professional learning plan includes:
 - FLA Common summative assessments – There is a community of practice to develop common assessments in reading comprehension for FLA 10-1 and 20-1. These assessments are modeled after the Diploma exam and will help inform teachers as to the needs of their students, as well as inform us at the Division level. Teachers will collaborate to write questions that assess students' reading abilities in the French language.
 - Outcomes based assessment PD – FLA teachers will collaborate with each other and curriculum consultants to ensure that their teaching practice is centered around the outcomes in the program of study and that assessments are a reflection of what students have learned in class. We will be looking at what outcomes the common summative assessments don't report on. Together we will dissect learning outcomes to build a progression of lessons and assessments that meet the criteria indicated in the Program of Study.

KEY STRATEGIES:

As we continue the journey of living our *Assessment Assurance for Student Success Plan K-12*, priority continues to be with reading and mathematics. We continue to work with real time data at the school level, used to inform instruction and provide key interventions. The data gathered from our reading, mathematics, and common summative assessments (including all core subjects in Grades 7-12) become our local measures that we will share in this report. The measures being reported on were also evidenced and shared in our Student Learning Report in the fall of 2021 as a report to the Board, [3.1 \(2\) Student Learning Report 2021](#). Our *Assessment Assurance for Student Success K-12 Plan* was also presented at the CASS (College of Alberta School Superintendents) spring conference.

ELEMENTARY LANGUAGE ARTS

LeNS Data Collection – English K-2 (May)	# of Students Enrolled	# of Tested Participants	% of Students “At Risk”	% of Students “Below Average”
Kindergarten	3259	2816	33.49%	24.64%
Grade 1	3176	2739	33.22%	20.88%
Grade 2	3381	3306	33.55%	16.67%

LeNS Data Collection – French Immersion Gr 1-2 (May)	# of Students Enrolled	# of Tested Participants	% of Students “At Risk”	% of Students “Below Average”
Grade 1	400	371	10.24%	15.09%
Grade 2	398	386	24.35%	11.66%

CC3 Data Collection – English Gr 1-3 (May)	# of Students Enrolled	# of Tested Participants	% of Students “At Risk”	% of Students “Below Average”
Grade 1	3176	2739	32.5%	19%
Grade 2	3381	3306	23%	22%
Grade 3	3270	3248	24.4%	22%

CC3 Data Collection – French Immersion Gr 2-3 (May)	# of Students Enrolled	# of Tested Participants	% of Students “At Risk”	% of Students “Below Average”
Grade 2	398	386	27%	19%
Grade 3	328	314	21%	22%

T-Series Data Collection Gr 4-6 (May)	# of Students Enrolled	# of Tested Participants	% of Students “Beginning”
Grade 4 TOSREC	3202	3121	27%
Grade 5 TOSREC	3184	3063	20.5%
Grade 6 TOSREC	3123	2993	18%

COMMENTARY ON RESULTS:

- Children in Kindergarten were screened once with the LeNS (Letter Name and Sound Test), students in Grades 1 and 2 were screened twice with the LeNS and CC3 (Castles and Coltheart Reading Test) and students in Grade 3 with the CC3. Our department collected and analyzed this data to help inform our professional development plan.
 - The Letter Name and Sound test (LeNS) assesses a child’s knowledge of the names of letters, the sounds of letters, and common multi-letter graphemes. It is designed to make sure that the child has the foundational phonics skills to develop into an independent reader.
 - The Castles and Coltheart 3 test (CC3) is a word reading assessment administered to Grade 2 and 3 students that tests the functioning of the key processes in phonological decoding and whole word recognition. The CC3 is designed to identify the nature of a child’s reading difficulties and provide directions for instruction and intervention. It is composed of 3 parts: Regular Words, Irregular Words and Non-Words. If children cannot read the non-words, they have not sufficiently learned to decode. Explicit and systematic instruction in phonemic awareness and phonics is required.
- Grades 4-6 T-Series Screeners (and GB+ for FI)
 - Reading data for Grades 4-6 students was collected using the T-Series reading screeners (The Test of Word Reading Efficiency (TOWRE-2), The Test of Silent Reading Efficiency and Comprehension (TOSREC), and The Test of Silent Word Reading Fluency (TOSWRF-2)). These quick standardized reading screeners check for decoding, comprehension, and fluency. Pre- and post-tests were administered, with the first in September and the second in May.

- In comparing the fall and spring T-Series data, students demonstrated growth on all screeners; however, there is still much work to do as we continue to see approximately 25% of students struggling with reading. This percentage is much higher amongst our English as an Additional Language students, with 35% of students struggling. We will continue to support Grades 4-6 teachers with interpreting student data so they can effectively target student instruction. Professional learning with the Five Pillars of Reading will continue based on the understanding that all readers are on a continuum.
- In French Immersion, data was also collected on all Grades 4, 5 and 6 students in January and May 2022 using the GB+. These standardized reading screeners check for reading comprehension, fluency, and decoding. Teachers are then able to specifically target their instruction. The tests were normed against *ECSD FLA Reading Assessment Guidelines*.

KEY STRATEGIES:

- Alberta Education funded COVID learning loss in both reading and mathematics. Overall, our Division received a total of \$2,751,092. Of those dollars, approximately \$1,708,965 supported 22 reading intervention teachers.
- In reading, 22 Reading Intervention teachers were hired at the end of August to target at-risk readers in Grades 2 and 3. Schools qualified for a Reading Interventionist based on LeNS and/or CC3 screening data. Reading consultants provided ongoing professional development with these teachers on the Science of Reading.
- The Reading Intervention teachers serviced 52 schools and 1,246 students. Each interventionist provided support to three to four schools for the 2022-2023 school year. All students who participated in the intervention made gains.
- The use of the screening assessment allowed us to compare the number students at risk in September vs. June. Both assessments were the same, allowing us to demonstrate student growth.
- In our intervention in Grade 2, we saw an average growth rate of 74.3% in reading regular words, 47.3% in reading irregular words, and 163% in reading non-words. Post intervention, most students moved out of the “at-risk” category, demonstrating that ongoing, systematic intervention is critical for these students’ reading success.
- In Grade 1, we saw an average growth of 35.5%, again moving most students out of the “at-risk” category. While they may continue to require classroom supports, these students are unlikely to continue to need intensive intervention.
- Grade 3 is where we saw the greatest growth through our intervention process. We determined that Grade 3 students would have been most significantly impacted by learning loss and targeted this group for intervention first. In this group, we saw an average growth rate in reading regular words of 89.5%, irregular words of 59.2%, and a growth in reading non-words of 355%. The growth in non-words is particularly encouraging as it means that these students have more strategies to approach the reading of unknown words.

- In reviewing the data in our English, French and Bilingual programs, it is evident that our students continue to need explicit and systematic instruction of the Five Pillars of Reading (phonological awareness, phonics, vocabulary, comprehension, and fluency). Our professional development plan is to help teachers understand their student data and to help them target student instruction accordingly. We will provide teachers with many opportunities to learn and implement the Five Pillars of Reading in English, French Immersion, or Bilingual programs, including: in-person and virtual PD, modeled lessons, resources, planning sessions, and the sharing of information and materials on SharePoint. We are continuing to build out resources based on the Reading Continuum site we developed last year, in which teachers could identify targeted reading behaviours. We now have a reading continuum for French Immersion.
- Grades 4-6 T-Series Screeners (and GB+ for FI):
 - Teachers received professional learning in the Five Pillars of Literacy: phonics, phonological awareness, fluency, vocabulary, and comprehension. Many French language resources were purchased to support teachers (Pratique phonémique, Apili, Firm Foundations, Trousse de lecture attentive, Lecteurs forts). Learning Services staff co-planned with teachers to enhance their shared reading routines and referenced the *Continuum de lecture* on SharePoint.
- Write-on Pilot (K-6) - School wide Write-ons were piloted with 19 of our elementary schools. The goal of this writing project was to ensure consistency across the Division in writing instruction and assessment. ELA consultants along side teachers from several schools created Division level standards in Grades K-6 to support assessment and reporting. Teachers were learning how to identify the skills progression of writing across the grades and examine how this skill progression, coupled with explicit feedback in writing, can improve their students' achievement.
- This year we are also supporting teachers with the implementation of the new ELAL curriculum in Kindergarten to Grade 3, which has a greater emphasis on foundational literacy skills such as; phonological awareness, phonics, and oral language. In addition, we have 35 teachers piloting the new FILAL draft curriculum (Kindergarten to Grade 3) which emphasizes these elements of language acquisition. The professional development and supports we are providing to teachers are comprehensive and includes pacing guides, instructional ideas, resources, and planning sessions.
- One of the trends we saw in the data was that students in Bilingual programs were lagging behind in their understanding of sound & letter. In response to this, Learning Services worked with Spanish Bilingual teachers and administrators to investigate further. This year, the Spanish Bilingual program is piloting a literacy screening tool for Kindergarten and Grade 1 teachers who will administer the screening in October and April. Language and assessment consultants will meet to support teachers with the data analysis and planning for the next instructional steps.
- Over the course of the year, we observed that student achievement remained constant flat in the overall population of Grades K-3. This is in contrast to those students who were able to have targeted instruction through reading intervention and who made significant gains and moved out of the "at risk" category. In order to improve in this area, we are providing teachers with a variety of supports, including professional learning on comprehensive literacy, providing phonics and decodable texts to schools, and providing sample

lessons that integrate reading instruction within content areas on SharePoint. We also have provided sessions to administrators on how to read the data and organize instruction to provide universal supports. It is important that the classroom teacher understand how to provide embedded interventions within the classroom context.

SECONDARY ENGLISH LANGUAGE ARTS

English Language Art Common Summative Assessment (CSA) Results	Number of Students	CSA Average %
English 7	2966	67.4%
English 7 K&E	12	42.67%
English 8	2819	66.65%
English 8 K&E	36	46.44%
English 10-1	1026	67.82%
English 10-2	348	50.78%
English 20-1	896	61.27%
English 20-2	446	51.71%

COMMENTARY ON RESULTS:

- Common Summative Assessments (CSAs) Grades 7-11 – were created for 8 exams including Grade: 7, 7 K&E, 8, 8 K&E, 10-1, 10-2, 20-1, 20-2.
 - For each of these exams, teacher working groups were established. Teachers needed support in learning how to choose appropriate texts and select passages for analysis. They also required support in understanding how to write reading comprehension questions. Junior high CSAs were created with the direct participation of 18 teachers representing 12 different ECSD junior high schools. Junior high CSA items were field tested in April 2022. High school CSAs were created with the direct participation of 22 teachers representing all ECSD high schools. High school CSA items were field tested in January 2022.
 - The ELA (English Language Arts) CSAs are multiple-choice exams constructed to take students between 60 and 90 minutes to complete. All CSA questions align with the course specific Outcomes and Assessment Standards documents published by Alberta Education. In June 2022 they were weighted at 10% of the student's grade.
 - CSAs were created for K&E (Knowledge and Employability) students in Grade 7 and 8. Twelve students wrote the Grade 7 K&E exam and 36 wrote the Grade 8 K&E exam. Teachers did provide anecdotal feedback on the K&E CSAs for both grade levels and shared that students found the exam quite long and difficult to read. The K&E LA 9 Part B PAT does contain more visual sources than the Grade level LA 9. We will continue to add visual prompts of various types (comics, simple graphs, infographics, etc.) to the CSA in order to better fit the reading level and stamina of our K&E students.
 - The average (mean) scores for both the Grade 7 and Grade 8 CSA fell within an acceptable range. Overall, we saw poetry as an area of relative weakness, with *Associating Meaning* questions proving

particularly difficult. This suggests a need to focus on Tier 2 Vocabulary instruction. Worth noting is the higher average in the skill of *Identifying and Interpreting Ideas and Details* (82.8%). These question types typically test the most fundamental and literal reading skills. Overall, students struggle with inference and synthesizing meaning from texts of all types.

- For the June 2022 high school CSAs, questions were not tagged according to text type for the purposes of data collection, although they were written to address a variety of text types. Moving forward, we will be adding this categorization to SmarterMarks in order to gather more reading-specific data. We will also be lengthening the exam and adding questions to get closer to a 55-question minimum for all high school exams. This is both to achieve blueprint question balance and to prepare students for the 70-question length (2 ½ hours) of the 30 level Diploma exams.

KEY STRATEGIES:

- T-Series Pilot (Grade 7-9) - In Secondary English Language Arts, much of the focus has been on the Assurance Model data collection, including a pilot at six junior high schools collecting reading data (T-Series). Data is consistent with our elementary schools, with approximately 25% of students being identified as “at-risk”.
 - Schools were provided with professional learning on the Five Pillars of Literacy. Several schools opted to provide additional professional learning to their teachers, extending their understanding of reading comprehension, fluency, and decoding.
 - Reading specialists worked intensively with two junior high schools to organize instruction for reading intervention. Teachers learned how to differentiate different reading levels within the junior high class. Anecdotal evidence suggests that teachers require further learning and support in order to feel confident with this differentiation.
- Humanities Writing Project (Grades 7-9) - Principals identified writing as an area of growth, noting that students are often unprepared for the type of writing expected in Grade 10 Social Studies. The Humanities Writing Project takes its inspiration from the Functional Writing expected of Grade 9 students in ELA. Students are expected to read source material in order to formulate their written response. Source material becomes increasingly more complex from Grades 7-9. Initially a challenge to have teachers look at writing in this way, this has become a valuable tool for teachers. They have expressed that they appreciate the writing exemplars, the experience of collaborative marking, and the opportunity to discuss student achievement across subject areas.
- We are continuing with the pilot at five schools for the 2022-2023 school year to further refine the writing prompts and exemplar selection process.

ELEMENTARY MATHEMATICS

Numeracy Screen Gr 2 & 3 (May)	# of Students Enrolled	# of Tested Participants	% of Students “At Risk”	% of Students “Below Average”
Grade 2	3,381	3,245	29.86%	19.38%
Grade 3	3,270	3,231	31.51%	18.60%

Summative MAST	# of Students Enrolled	# of Tested Participants	% of Students "At Risk" (Below 50%) Part A (Operations)	% of Students "At Risk" (Below 50%) Part B (Problem Solving)
Grade 1	3,176	3,047	18.07%	4.12%
Grade 2	3,881	3,222	8.67%	9.73%
Grade 3	3,270	2,809	15.47%	20.58%
Grade 4	3,202	2,826	24.64%	26.86%
Grade 5	3,184	2,590	23.34%	25.88%
Grade 6	Students completed PAT exams			

COMMENTARY ON RESULTS:

- MAST results demonstrate consistency with Division results on PAT scores. Most notably, 31.9% of students achieved below the Acceptable Standard on Part A of the PAT; on the MAST, 23.34% of Grade 5 students were below 50%. On Part B of the PAT, 24.1% of students were below the Acceptable Standard, nearly the same as the 25.88% we see in Grade 5. As we analyzed our data, we saw many of the same trends between the PAT and the MAST, with place value, fractions, and operations with decimals being particularly problematic. This begins at the Grade 3 level when these fundamental skills are introduced.
- Responding to the need to truly identify areas of misconception and misunderstanding in mathematics, the Mathematics Assessment Screening Tool (MAST) was created by the Division and administered to all grade levels (Grades 1-6) in October, with Kindergarten administration taking place in January. Through formal analysis, this formative assessment tool assisted educators and leaders in identifying areas of growth in student learning at the class and school level; thus, informing teaching practices.
- Overall Summary of elementary MAST results are as follows (across the grades, there is a need for greater reinforcement in place value, fractions, and computational fluency).
- Numeracy Screen - In Grades 2 and 3, students wrote the *Alberta Education Numeracy Screening Assessment* in both September of 2021 and June of 2022. This is a battery of tasks that tap into children's mathematical knowledge. It is specific to their developmental progress in mathematical thinking and does not specifically relate to the program of studies. It should be noted that moving forward this year, the screeners have been made mandatory by Alberta Education as such all students in Grades 1-4 students will be completing the numeracy screeners for the 2022-2023 school year.

KEY STRATEGIES:

- Alberta Education supported gaps in mathematics with the COVID Learning Loss grant. Overall, our Division received a total of \$2,751,092. Of those dollars, approximately \$1,042,127 supported 19 Math intervention

teachers. With Alberta Education allocating funds to support students through the COVID Learning Loss grant, students in Grades 2 and 3 completed numeracy screeners released by Alberta Education, with students in Grade 1 completing the MAST as a numeracy screener.

- Through norms created by Alberta Education, 2,459 Grade 1-3 students were identified to be “at risk” in the area of numeracy development. Overall, 1,382 students received intervention. Results from the intervention program were promising: At the end of intervention, only 42.3% of the total number of Grade 2 students who received intervention were no longer “at risk”. We had similar success with the Grade 3 students who received intervention, with 33% of these students having improved enough that they were no longer “at risk” at the intervention period. Grade 1 intervention was by far the most successful, with only 20.5% of the students who received intervention still “at risk” at the end of the school year.
- To assist educators and school leaders in the analysis of the MAST, support materials including professional development videos and sessions were created and shared through SharePoint. Adjustments were made to ensure that the summative MAST, administered in June, was reflective of teacher feedback. This included feedback regarding the data entry process and revision to the process in the next iteration.
- The use of this screening assessment allowed us to compare the number of students “at risk” in September vs. in June. The numeracy screener used in Grade 2 was the same in September as it was in June; however, the norms were adjusted from 30 to 40 respectively to identify “at risk” students. The numeracy screener used in Grade 3 was the same in September as it was in June; however, the norms were adjusted from 40 to 60 respectively to identify “at risk” students.
- In Grade 2, 25% of students were identified as “at risk” in the fall. In the spring, 29% of students were identified as “at risk.” This increase may be partially accounted for by an increase in participation and an influx of students new to the Division (3,135 students in the fall vs. 3,245 in the spring).
- In Grade 3, 33% of students were identified as “at risk” on the numeracy screen in the fall. By the spring, 31% of students were identified as “at risk.” We had exceptional participation rates, with 99% of students having completed the numeracy screen.
- Students in Grades 2 and 3 continue to require intentional and targeted support in developing their understanding of the number system, number operations, and proportional reasoning. Schools and teachers also require support in how best to support struggling students.
- Students in the French Immersion programs had the numeracy tests administered in French. The results show that Grade 2 “at-risk” students increased from September to June by 10.59% vs. the Division’s 5.3% increase of “at-risk” students. However, Grade 3 students in the French Immersion program showed a decrease of 9.24% for “at risk” students vs. the Division’s decrease of 1.7% from September to June.

JUNIOR HIGH MATHEMATICS

Junior High Mathematics Common Summative Assessment (CSA) Results	# of Students	CSA Average %
Math 7	3,176	58.0%
Math 8	3,003	55.5%

COMMENTARY ON RESULTS:

COMMON FORMATIVE ASSESSMENTS

- The Common Formative Assessments (CFA) have been a major accomplishment for junior high math this year. Grades 7, 8, and 9 students took part in three calculator-free formative assessments throughout the school year. These were modeled after the non-calculator questions from the Provincial Achievement Test. Computational fluency, number sense, and mental math are all areas of growth.
- Through the use of the CFAs, we were able to identify the following areas for growth across all grades including in general: Comparing Number and Mathematical Convention. Observation specific by grade include:
 - Grade 7: Place Value, Addition/Subtraction of Fractions, Percentage
 - Grade 8: Multiplication/Division of Fractions, Addition/Subtraction of Fractions, Percentage
 - Grade 9: Order of Operations, Addition/Subtraction of Fractions

COMMON SUMMATIVE ASSESSMENTS

- Common Summative Assessment Math results demonstrate consistency with Division results on PAT scores as we adjust for differences in reporting mechanisms (i.e., cut scores). In ECSD, we used 50% as the threshold to determine the Acceptable Standard. In addition, there are trends in relation to the Numerical Response questions. Students achieved a higher score on Multiple Choice questions on which they can use a variety of “best guess” strategies, as compared to Numerical Response. To ensure consistent alignment of expectations, we are further examining the program of studies, numeracy progressions, and released items from Alberta Education to ensure our questions are of the correct level of complexity and reflect the expectations required of each grade level. Consistently, we see that students are struggling with percentage, place value, and operations involving fractions. As these are similar to concerns we identified in elementary, we can extrapolate that students require additional supports at the Elementary level in fundamental skill development.
- All junior high schools administered the same common summative assessment at the end of the school year. In order to construct this exam, teachers participated in both an item writing and validation process. This further developed teachers’ instructional capacity in Math.
- When we look at the question type, we begin to see that on all four assessments, ECSD students have achieved a 60% benchmark on the MC (Multiple Choice) section of these exams. This subdivision does reveal that ECSD students need more exposure to NR (Numerical Response) style questions. It is important to note

that two more NR questions were placed on the Grade 8 exam to begin to transition student into the higher weighting that these questions represent on the Grade 9 PAT.

KEY STRATEGIES:

COMMON FORMATIVE ASSESSMENTS

- The results of these 10 question assessment sets were used to identify trends and common student misconceptions from across the Division. The findings were shared with teachers through a newly created CFA support page on SharePoint. Following the administration, the junior high Math consultants visited schools to support teachers in the analysis of their school's CFA results. CFA analysis sessions have been well received by those schools who leveraged this support. Similar to the analysis process done at the Division level, these CFA analysis sessions helped teachers identify trends and common student misconceptions from within their school. The CFA Support Page in SharePoint, which contains all the supporting documents pertaining to the CFAs, has become a frequently visited page for teachers looking for calculator free support.
- In order to address these concerns, a series of supports were provided. Lead teachers were invited to a session on Problem Strings to look at how schools can scaffold student learning to address gaps in teaching. A further session was offered to all schools in the Division. As a result of this session, several teachers are working with consultants to reconceptualize their program delivery.
- Detailed analysis of the CFAs were provided to teachers so they could see the most common errors and correct any student misconceptions. We continue to hold sessions for teachers to address these misconceptions. One important point to note is that teachers were genuinely misunderstanding the foundational nature of these questions and could not accurately identify the cognitive processes or levels required of students to determine the answers. We are addressing this by working with principals and teachers to learn how to do this and apply it within their classrooms.

COMMON SUMMATIVE ASSESSMENTS

- When we look at the strands/topics of junior high Mathematics, Grade 7 students performed best in the Patterns & Relations outcomes. What is interesting about the Patterns & Relations strand is that when we move into the Grade 8 results, students did not perform well on this strand. Traditionally, ECSD students have struggled with the Patterns & Relations strand on the Grade 9 PAT. Additional supports are being planned for Grade 8 teachers to assist them with targeting Patterns and Relations.

HIGH SCHOOL MATHEMATICS

High School Mathematics Common Summative Assessment (CSA) Results	# of Students	CSA Average %
Math 10C	1,224	60.2%
Math 20-1	589	55.5%
Math 20-2	321	44.9%

COMMENTARY ON RESULTS:

- The High School Math 20-2 exam reflects lower than expected results. There was a large discrepancy in scores between the Numerical Response, Written Response, and Multiple Choice. Written Response and Numerical Response must be a significant focus for us as a Division. There was also a smaller number of students writing and some unexpected changes in staffing.
- A large focus this year was on question development and CSA construction and validation that correlated to programs of studies, satisfied a cognitive process (conceptual, procedural, or problem solving), and was specifically written at a performance standard (Acceptable or Standard of Excellence). Blueprinting of the final assessments to fairly represent topics within each course was also of importance.
- Thirty-eight high school Math teachers were involved in one or more elements of the Mathematics CSA creation and validation process. All Division high schools were represented.
- Two different Item writing groups were formed and constructed new questions. CSA Version A process work during the first semester included: blueprinting, assessment construction, field testing, validation teams review, and revisions. CSA Version B process work during the second semester included: item writing, blueprinting, assessment construction, validation teams review, revisions, and field testing.
- Mathematics 10C, 20-1, and 20-2 CSAs each consist of: Detailed blueprint with topic weightings; Formula Sheet (English and French); Question Booklet (English and French); Student Response Sheet (English and French); Answers and Scoring Guide Document; Data Analysis Support Document; Digital Feedback Survey.
- There was an emphasis this year for teachers and students to be made aware of the specific definitions for common directing words and create success criteria used in written response questions.
- A result of COVID learning is still evident as students enrolled in math classes demonstrate a lack of prerequisite skills and knowledge necessary to succeed as they progress through a math course.

KEY STRATEGIES:

- We identified success criteria for commonly used directing words correlated from Math 30-1 and Math 30-2 released items. We adapted this success criteria for Math 10 and 20 levels and organized as checklists.
- Created individual posters for commonly used directing words with descriptions and checklists of success criteria. These were distributed to high school Math teachers to display in classrooms. Posters were printed in both English and French.
- Sample written response questions correlated to curriculum for Math 10C, Math 20-2, and Math 20-1 were created that involve specific directing words with detailed success criteria guidelines and sample scoring guides. These resources were made available to teachers on the Mathematics 10-12 SharePoint page.
- Professional learning opportunities were provided to assist teachers with: Using student handheld technology (TI-84 Plus and TI-Nspire) to provide immediate feedback for mathematical rules and algebraic steps; and Building Math Concepts and confidence in Math using Features of the TI-84 Plus. There was a focus on mathematical notation, mathematical vocabulary, and foundation skills.

SOCIAL STUDIES GRADE 7-11

Social Studies Common Summative Assessment (CSA) Results	# of Students	CSA Average %
Social Studies 7	2,731	52.4%
Social Studies 8	2,603	57.5%
Social Studies 10-1	1,108	66.3%
Social Studies 10-2	324	54.1%
Social Studies 20-1	965	60.7%
Social Studies 20-2	402	52.2%

COMMENTARY ON RESULTS:

- Social Studies exams reflect lower than expected results at the junior high and high school - 2 levels. There may be several contributing factors to these results. First, students demonstrated a lack of facility with context question types asking them to synthesize information from a variety of sources. This indicates that teachers need to ensure that students have opportunity to practice these types of questions. Secondly, students struggled with vocabulary at all levels. This is an area of growth for us across the Division. Lastly, a contributing factor could be that Social Studies was a subject not prioritized in the same way as Language Arts & Mathematics through the pandemic and student skills were weakened through interrupted schooling.
- In Grades 7-11, the Social Studies Common Summative Assessments were Multiple Choice exams constructed to take students between 60 and 90 minutes to complete. All CSA questions align with the course specific Outcomes and Assessment Standards documents published by Alberta Education. In June 2022, it was weighted at 10% of the student's grade. June 2022 was the first time ECSD has produced a Common Summative Assessment in Social Studies in junior high. (There were also CSAs written by K&E students. Eleven students wrote the Grade 7 K&E exam, while 32 wrote the Grade 8 K&E exam. These numbers are too small to draw conclusions; however, the inclusion of these exams is important for students to be assessed on the appropriate curriculum.)
 - Overall, an area for growth is in attaining the Standard of Excellence (i.e., over 80%). The lack of scores above 80% mirrors Division Diploma trends over the past few years where ECSD students have achieved Standard of Excellence at a lower rate than the provincial average.
 - Exam fatigue may have been a factor as well and moving forward assessment items will be randomized across the exam as is practiced on the Diploma Exam. Many of the errors made by students on these questions indicate that these items were not fully processed by students indicating students skimmed or did not spend as much time interpreting the sources. The January 2022 CSAs will have all assessment items randomized across the exam as is practiced on the Diploma Exam with the hopes this will eliminate "exam fatigue" as a cause for flawed RI data.

KEY STRATEGIES:

- Ongoing professional learning is being offered in exam construction and levels of questioning.

- Lead teachers will be provided with two sessions over the course of the year focused on analyzing their data. Teachers will also learn how to categorize questions and create them in the style of the Alberta Education questions. In addition, they will learn about pedagogical practices that will support source analysis questions.
- Each junior high teacher will participate in content literacy professional learning. Focusing on reading skills in content areas is a key strategy in improving results.
- Resource creation and development to serve as exemplar lessons on SharePoint is a key strategy to demonstrate expected pedagogical practices.

JUNIOR HIGH SCIENCE

Junior High Science Common Summative Assessment (CSA) Results	# of Students	CSA Average %
Science 7	2,921	55.94%
Science 8	2,833	60.93%

COMMENTARY ON RESULTS:

- Science exams reflect lower than expected results at the junior high level. There may be several contributing factors to these results. First, students demonstrated a lack of facility with context question types asking them to demonstrate skill (rather than knowledge). This indicates that teachers need to ensure that students have opportunity to practice these types of questions. Secondly, students struggled with vocabulary at all levels. This is an area of growth for us across the Division. Lastly, a contributing factor could be that Science was a subject not prioritized in the same way as Language Arts & Mathematics through the pandemic. Students were also not exposed to as many skills-based tasks due to lab experiences being limited.
- Junior high CSAs were developed by teaching working groups alongside secondary science consultants. The working groups included validation and item writing sessions where participating teachers were provided with professional learning.
- Overall, the CSAs demonstrated an overall weakness in interpreting context boxes and extrapolating information to respond to a question. In order to continue to practice this type of questioning, sample questions are being shared within SmarterMarks for use within classrooms. We also saw an overall weakness in Grade 7, highlighting students' relative inexperience with this type of assessment. K&E students also struggled with the exams, and resources will be developed that teachers can use so that students have more opportunities to communicate their understanding. (11 students wrote the Grade 7 K&E exam and 34 students wrote the Grade 8 K&E exam.)
- Discrepancy when comparing question types is evident when examining French Immersion CSA results. For French Immersion, results suggest that questions need more attention in Science 7. An action plan has been put in place to address the French translation to circumvent this. (The French translation was transcribed at too high of a vocabulary and making it difficult for students. This exam has not been included in the results.)

- In Science 8, both regular and French Immersion students performed best in lower cognitive activity questions, which required students to recall knowledge rather than synthesize multiple concepts to answer correctly.

KEY STRATEGIES:

- Ongoing professional learning is being offered in exam construction and levels of questioning.
- Lead teachers will be provided with two sessions over the course of the year focused on analyzing their data. Teachers will also learn how to categorize questions and create them in the style of the Alberta Education questions. In addition, they will learn about pedagogical practices that will support source analysis questions.
- Each junior high teacher will participate in content literacy professional learning. Focusing on reading skills in content areas is a key strategy in improving results.
- Resource creation and development to serve as exemplar lessons on SharePoint is a key strategy to demonstrate expected pedagogical practices.
- During the year, consultants offered sessions to familiarize teachers with assessment development within the SmarterMarks platform. This included how to navigate the SmarterMarks program, dissect an outcome from the Program of Studies, and interpret statistical reports. Teachers were also provided with professional learning, before the exam, about what the junior high CSA would look like along with the exam blueprint and high-quality practice exams.
- Teachers were also provided throughout the year with professional learning sessions in planning and implementing junior high Science. Sessions included developing lab skills, implementing unit resources, and utilizing the Junior High Science Pacing Guide.

SENIOR HIGH SCIENCE

High School Science Common Summative Assessment (CSA) Results	# of Students	CSA Average %
Science 10	1,207	58.9%
Biology 20	828	63.1%
Chemistry 20	953	59.9%
Physics 20	295	57.6%
Science 20	187	53.0%

COMMENTARY ON RESULTS:

- Science exams reflect consistency with Diploma results but demonstrate an overall weakness in the sciences in the Division. There may be several contributing factors to these results. First, students demonstrated a lack of facility with context question types asking them to demonstrate skill (rather than knowledge). This indicates that teachers need to ensure that students have opportunity to practice these types of questions. As a Division, we require a renewed focus on lab skills. In working with our Science teachers, we have also

noticed a lack of understanding of the varying levels of complexity expected within an outcome. Higher Level Thinking questions must be a specific area of focus.

- The Division has for many years provided Division exams in Science; due to this, these tests were not created in their entirety but rather the teacher working and validation groups began reviewing these assessments and making some revisions. Thirty teachers, representing 10 high schools (including Revelation On-line), were involved in CSA development. Each validation and item writing session provided professional learning for participating teachers. Topics that were reviewed during the development of the CSA included how to dissect an outcome, exam blueprinting, identifying cognitive levels, and how to write good items according to exam-writing standards.
- Student performance on multiple choice questions is acceptable for all five CSAs, in both languages.
- Student performance on numerical response questions was lower than multiple choice questions across all disciplines, in both languages, except for Physics 20 (difference of 2.1%). No French Immersion students wrote the Physics 20 CSA or the Science 20 CSA. The data shows that French Immersion students performed better, on average, than English students on the remaining three CSAs.

KEY STRATEGIES:

- Throughout the year, consultants offered a series of sessions to familiarize teachers with the SmarterMarks platform. Sessions included building quality questions, how to build and administer assessments and how to interpret SmarterMarks statistical reports. Materials developed for these “how to” sessions were made available to all teachers on the Science SharePoint site.
- Teachers were also provided with assessment blueprints, prior to the exam, and professional learning was offered about what the CSA would like, prior to exam administration.
- Teachers had the opportunity to participate in exam week professional learning sessions on each one of the branch sciences. Sessions were tailored to target specific areas within the program. For example, Chemistry sessions were focused on building lab skills as this is a specific area in which we will need to focus.
- In Chemistry, a Written Response Standards document was created to support teachers in the creation, implementation and assessment of written responses. We continue to add to written response exemplars to provide Division-level standards for instruction and assessment.
- In Biology, teachers have been provided with exemplars of labs and lab assessments that align with Alberta Education rubrics and standards. Recognizing that students did very few lab assignments through disrupted learning, we focused on building teacher capacity in hands-on activities in the classroom.
- Additional Biology 20 resources were created, including photosynthesis graphic organizers and visuals, a virtual Chromatography Lab including a review of lab skills, student activities, and outcomes-based assessment, food chain and bio magnification activity and assessment, and exemplars on how to effectively dissect an outcome.
- Consultants further created lab resources and outcomes-based assessments for Chemistry 30 - Determining the Molar Enthalpy of Solution and Physics 30 - Modeling Radioactive Decay.

OVERALL SUMMARY – CSAs

- Overall Summary across all subject areas that require additional follow up and focus will include:
 - Vocabulary and language acquisition.
 - Testing and reading stamina.
 - Supporting teachers to write questions of varying levels, including questions at the Standard of Excellence. (Many test banks and textbooks ask many lower-level questions that does not adequately prepare students for CSAs, PATs, or DIPs.)
 - Ensuring accommodations are leveraged to support students (this may be in lieu of adaptations depending on the student).

ALBERTA EDUCATION ASSURANCE MEASURES OVERALL SUMMARY

FNMI – FALL 2022

Assurance Domain	Measure	Edmonton Catholic Separate School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	67.1	69.2	61.4	59.5	62.0	58.4	Low	Improved	Acceptable
	5-year High School Completion	67.8	71.0	69.8	68.0	68.1	65.8	Very Low	Maintained	Concern
	PAT: Acceptable	46.4	n/a	52.4	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	6.4	n/a	7.7	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	74.2	n/a	75.8	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	13.9	n/a	11.6	8.5	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019-2020 and 2020-2021 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exams measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance FNMI Measures & Results

ECSD FNMI PAT

A – Acceptable | E – Excellence

Grade 6 PAT	ECSD % 2017-18		ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22	
	A	E	A	E	A/E	A/E	A	E
English Language Arts	82.8	7.6	79.2	9.1	n/a	n/a	76.5	10.2
French Language Arts	84.6	15.4	94.4	16.7	n/a	n/a	85.7	28.6
Mathematics	62.5	2.4	48.7	4.8	n/a	n/a	48.4	4.2
Science	73.2	12.6	55.1	10.7	n/a	n/a	63.0	9.7
Social Studies	68.1	9.7	58.0	10.6	n/a	n/a	58.3	8.3

*Grade 6 and 9 PATs not written in 2019-20 and 2020-21 due to COVID-19.

Grade 9 PAT	ECSD % 2017-18		ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22	
	A	E	A	E	A/E	A/E	A	E
English Language Arts	74.9	7.0	73.2	8.5	n/a	n/a	72.5	5.4
English Language Arts K&E	90.0	15.0	87.5	8.3	n/a	n/a	66.7	6.7
French Language Arts	85.7	14.3	**	**	n/a	n/a	50.0	10.0
Mathematics	34.3	4.2	33.6	4.2	n/a	n/a	34.6	5.9
Mathematics K&E	65.2	13.0	60.9	13.0	n/a	n/a	62.5	0.0
Science	65.5	13.2	69.6	15.5	n/a	n/a	57.1	11.6
Science K&E	81.0	28.6	63.6	9.1	n/a	n/a	55.6	0.0
Social Studies	54.1	10.5	50.0	4.8	n/a	n/a	50.0	8.6
Social Studies K&E	81.8	31.8	80.0	15.0	n/a	n/a	50.0	11.1

*Grade 6 and 9 PATs not written in 2019-20 and 2020-21 due to COVID-19.

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk ()

ECSD FNMI DIPLOMA

Grades 10-12 DIP	ECSD % 2017-18		ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22	
	A	E	A	E	A/E	A/E	A	E
English Language Arts 30-1	84.5	13.8	71.9	1.8	n/a	n/a	70.8	4.2
English Language Arts 30-2	92.3	14.1	92.7	13.4	n/a	n/a	86.4	13.6
Mathematics 30-1	68.2	13.6	70.6	23.5	n/a	n/a	42.9	28.6
Mathematics 30-2	70.8	12.5	65.8	18.4	n/a	n/a	55.6	16.7
Social Studies 30-1	77.8	8.9	79.1	9.3	n/a	n/a	81.0	14.3
Social Studies 30-2	80.0	7.1	66.3	7.9	n/a	n/a	82.9	12.2
Biology 30	78.4	16.2	68.9	11.1	n/a	n/a	66.7	5.6
Chemistry 30	81.3	25.0	70.8	16.7	n/a	n/a	66.7	22.2
Physics 30	77.8	22.2	85.7	28.6	n/a	n/a	50.0	0.0
Science 30	73.9	26.1	88.0	20.0	n/a	n/a	83.3	33.3

Diplomas were an optional part of the 2020-21 school year due to COVID-19

*Grade 10-12 DIP - No results for 2019-20 and 2020-21 due to COVID-19

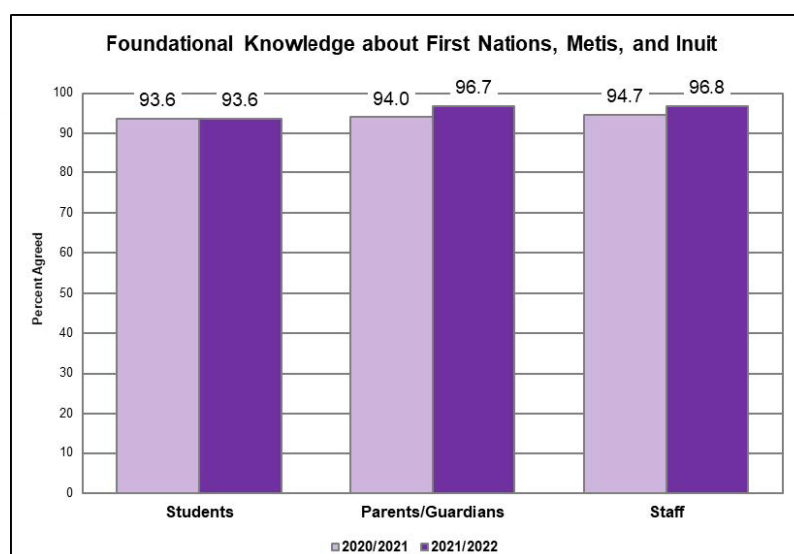
ECSD FNMI HIGH SCHOOL COMPLETION

Performance Measures	Results %				Evaluation		
	2017-18	2018-19	2019-20	2020-21	Achievement	Improvement	Overall
High school completion rate of students within 3 years of entering Grade 10	61.2	53.7	69.2	67.1	Low	Improved	Acceptable
High school completion rate of students within 5 years of entering Grade 10	69.7	68.7	71.0	67.8	Very Low	Maintained	Concern

ECSD Assurance Survey FNMI Measures & Results

FOUNDATION KNOWLEDGE ABOUT FNMI

Performance Measures: Percentage of students, parents and staff who agree that students learn about First Nations, Métis, and Inuit culture, history, perspectives, and experiences in their school.	Results % 2020-21	Results % 2021-22
Parents	94.0	96.7
Students	93.6	93.6
Staff	94.7	96.8



COMMENTARY ON RESULTS:

We have seen an increase in the number of students achieving the acceptable standard (i.e, 74.2%) compared to the province (i.e., 68.7%). Our Division is also higher than the province with students meeting the Standard of Excellence, we have 13.9% students meeting the Standard of Excellence compared to 8.5% in the province.

KEY STRATEGIES:

- Attendance continues to be an area on which we worked together with families. Family School Liaison Workers (FSLW) supported Indigenous students and their families across the School Division. FSLWs had 3,079 appointments with Indigenous students and their families.
- Research demonstrates a clear correlation between attendance and achievement. When a student misses 10% of school days (approximately 18 days), their achievement can be negatively impacted. It does not matter if the absences are excused or unexcused. They all represent missed opportunities for learning. The Edmonton Catholic Schools team of 52 Family School Liaison Workers support student attendance and re-engagement with learning. School refusal and attendance concerns are often complex problems requiring a collaborative approach between student, parents or caregivers, and school. As indicated in the Alberta Education report, *Every Student Counts* absenteeism is a stronger predictor of drop out rates than suspensions, test scores or students who have been retained.
- FSLW'S continue to provide support through:
 - One-to-One with students - FSLWs spend a notable amount of time providing supportive counseling sessions while building relationships with Indigenous students with the goal of supporting attendance and engagement in learning.
 - Parent Consultations - Indigenous parents consult with FSLWs frequently. Consultation with parents take the form of one-to-one supportive counseling for private issues, supporting parents to advance their parenting skills and dealing with parent-child issues, supporting parents who have been involved with Child and Family Services and related court procedures, providing community resources, and supporting parents in medical and other professional appointments. FSLW support to parents promotes and supports an environment conducive for students to flourish and learn in while completing elementary, junior high and high school.
 - Home Visits - Home visits are a big part of the way FSLWs connect with Indigenous families. FSLWs support with attendance, check-ins and home visits.
 - Referrals and Resource Connections - FSLWs support referrals and ensure students are aware of the Braided Journey's Program. They arrange and coordinate Success in School meetings for students in care. FSLWs continue to connect and support students experiencing homelessness to become independent students by supporting their application for Learners Benefits, which provides the means to access a safe place to live and continue with school. Connecting families and students with mainstream as well as cultural resources in the community that supports the wellbeing of Indigenous students and school completion continues to be a priority with the ultimate goal of success in learning.
- FNMI Reading Project - The First Nations Métis Inuit Literacy Project was developed in response to address the increasing trend noted in students who identify as indigenous, as having weaker performance on Provincial Achievement Tests and Diploma Exams. Recognizing that early and intensive intervention is key to decreasing or reversing this concerning trend, Learning Services staff, including Reading consultants,

Curriculum consultants, and members of the Speech-Language Pathology team, developed a yearlong literacy intervention program to target literacy skills in Grades K-9, with an emphasis on K to Grade 3, in six of our schools where there is a high population of students who self-identify as First Nation Inuit Métis. Pre- and post-data on oral language skills supported by the Speech-Language Pathology (SLP) team was collected on targeted areas. A sample of data collected from K to Grade 3 students showed improvements across all the targeted areas: Phonological Awareness, Story Grammar (understanding parts of a story), Story Comprehension and Vocabulary Knowledge/Use. Pre-test scores demonstrated that only 44% of the students had developing or secure skills in phonological awareness; post-test results demonstrated that 82% of the students were now developing or secure in their phonological awareness. The robust relationship between early phonological awareness and subsequent reading achievement has been well documented in literacy research, pointing to the importance of direct intervention to support student growth in this area. Similar results were seen in the other areas of oral language that were evaluated, including understanding of story elements (i.e., Story Grammar) and listening comprehension skills.

- The LeNS and CC3 were also administered to the students participating in this literacy project. The areas of letter naming, sound identification and reading regular, irregular, and non-words were evaluated. Students who demonstrated growth in their phonological awareness skills also showed significant improvements in letter naming and sound naming, which also lead to significant improvement in their ability to read real words. By providing multiple exposures to sounds orally via the targeted phonological awareness programming in this project, students were also able to show an application to the alphabetic code, as demonstrated in their improvements in sound naming and real word reading.
- The oral language skills targeted by the SLP team were chosen because of their strong connection to reading success.
- This data also suggests the value of continuing the project in the 2022-2023 year, with an effort to increase collaboration and professional development between the SLP team, classroom educators and reading interventionists to support reading success with our students. Aligning the comprehensive oral language program that also emphasizes the five pillars of reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension – supports student achievement and enables continuity across the grades. Therefore, a joint approach, whereby purposeful and frequent team (i.e., classroom teacher, SLP, reading specialist) instruction in phonological awareness and phonics, with support to transfer these skills to connected text, will contribute to reading comprehension, reading fluency, vocabulary development, and the enjoyment of reading.

Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.

During the course of the 2021-2022 school year, Student Support Services through Indigenous Learning Services, was able to support student learning by advancing reconciliation so all students and staff could acquire and apply foundational knowledge First Nation, Métis and Inuit experiences.

Eleven of the ninety-four Calls to Action of the Truth and Reconciliation Commission of Canada (TRC) final report are specific to education. Truth and reconciliation are a spiritual and emotional journey required of *all* students and educators – from the head to the heart – that will unfold differently for everyone.

RECONCILIATION ACTIONS:

Creation of the Truth & Reconciliation Specialist Role

- Truth & Reconciliation lead teacher community of practice
- Indigenous literature book club for all Division staff
- Professional learning support for all Division staff
- Development of curriculum resources
- General advising and support to all Division departments and schools

Creation of Four Directions Wellness Specialist Role

- Indigenous focused wellness series available to all schools
- Virtual family nights focused on well-being and parent supports
- Social justice campaigns including Moose Hide Campaign and Missing and Murdered Indigenous Women and Girls
- Restorative circles focused available to all schools
- General advising and support to all Division departments and schools

Safe spaces for Indigenous Students

- Braided Journeys programming at 14 schools
- Nehiyaw Pimatisiwin Cree Language and Culture Programs at six schools
- Truth and Reconciliation lead teachers at all Division schools
- Indigenous focused courses including Braided Journeys LDC & Calm 20 Summer School

Language & Culture Revitalization

- Cree Language programming
- Cultural arts and protocols including dance, drumming and games

Meaningful relationships with Indigenous community

- Truth and Reconciliation Advisory Council
- Council of Elders

Indigenized School Culture

- Daily land acknowledgement and treaty flag raising
- Land-based learning opportunities
- Teaching circles and smudge

Division-wide Events

- Orange Shirt Day
- Rock Your Mocs
- Moosehide Campaign

- National Day of Awareness and Action for Missing and Murdered Indigenous Women, Girls, and Gender Diverse people.
- Honouring Ceremony
- National Indigenous Peoples Month

COMMENTARY ON RESULTS:

TEACHING AND LEADING - FNMI

Student Support Services through Indigenous Learning Services has done an exceptional job of sharing cultural information and building a foundation of knowledge about the Indigenous culture for not only First Nation, Métis and Inuit students, but for all Division staff and students. This information sharing has been essential as we advance our work on reconciliation. Indigenous Learning Services has done some intentional work with Human Resources to strive towards recruitment and hiring of Indigenous staff within Edmonton Catholic Schools.

KEY STRATEGIES:

INDIGENOUS LEARNING SERVICES

The Truth and Reconciliation Commission's (TRC) Call to Action #63 calls upon the public education system to develop and implement curriculum, share best practices, build student capacity, and identify related teacher training needs. Alberta's Teaching Quality Standard (TQS), Leadership Quality Standard (LQS) and Superintendent Quality Standard (SQS) focus on building foundational knowledge, creating and sustaining relationships, and career long learning relating to Truth & Reconciliation and Indigenous Education. Division Goals also outline a focus on building capacity, foundational knowledge, and the TRC's Calls to Action.

National Indigenous Peoples Month Division Campaign:

- Supported Communications & Engagement Services in the contracting of Indigenous graphic designers.
- Provided feedback on graphic design and content for the Edmonton Catholic School Division's Indigenous History Month website landing page.
- Scheduled students, community resource people and videographer dates for filming.
- Wrote draft scripts for greeting statements.
- Planned, wrote content, and directed students on set for 13 new videos.
- Sent community events for Division site.
- Assisted in coordinating an Edmonton Catholic School Division's National Indigenous Peoples Day online feature for June 21.
- Created on-line resources.

Collaboration and support for other Edmonton Catholic School Division departments:

- Support to Human Resource Services:
 - Consulted on the recruitment and retention of Family School Liaison Workers, teachers, student teachers including marketing and Aboriginal Teacher Education Program.
 - Co-hosted information night for Indigenous Education students.

- Hosted Community Services Learning students for volunteer hours.
- Supported recruitment and interviewing of Cree teachers.
- Provided summer placements for 2 new Indigenous teachers in partnership with Alternative Education.
- Indigenous Division Faith Formation Form for new applicants.
- Support to Division Family School Liaison Worker and Mental Health Teams:
 - Provided learning opportunities for staff.
 - Supported staff recruitment and participated in Family School Liaison Worker interviews.
 - Consulted on the role of circles in schools.
 - Attended two-day Restorative Circle Training with Division Family School Liaison Workers to enhance this cooperative work.
- Support to Division Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Initiatives:
 - Provided Indigenous lens on the Division staff EDIAR “Final Booster” & Staff Booster #3 “Inclusive Conversations” videos
 - Hosted student gathering for Two-Spirit Teachings session
 - Provided feedback on “Gender Identity” student session on how to appropriately share on Two-Spirit meaning

External Partnerships

- Indigenous Psychological Services (IPS) provided the Division with an intern student who provided counselling both in school and during the summer.

Four Directions Wellness Portfolio

- Supported resolution to incidents of racism at various sites.
- Supported resolutions to First Nation, Métis, and Inuit non-attenders.
- Hosted Orange Shirt Day Symposium for Braided Journeys schools.
- Identified and supported healing from intergenerational effects of residential schools.
- Supported Aboriginal Studies 30 classes with guest instruction.
- Coordinated Iskwêwiwin Girls Group Show and Retreat.
- Coordinated a matinee for Ayita Play with SkirtsAFire festival.
- Presented to four Grade 9 classes for their 7 Generations Graphic Novel Study on the intergenerational trauma content covered in the novel.
- Connected Braided Journeys to an Elder for weekly sharing circles.
- Delivered Wellness sessions at various sites including on-line broadcast for multiple sites on Wellness Wednesday.
 - Self Esteem/Personal affirmations
 - Communication Skills, Identity - Why is it important?
 - Boundaries & Conflict, Healthy vs Unhealthy Anger
 - Managing Mental Health
 - Digital Safety Part II
 - Self-Regulation and journaling

- Managing Mental Health
- Addictions Awareness

The Truth & Reconciliation Specialist:

- Leading the work with Truth & Reconciliation lead teacher
 - One or more designated teacher at each school
 - Monthly learning session.
 - Train-the-trainer model of information sharing
 - Needs assessment
 - Ongoing communication and support
- All teacher sessions to compliment professional learning
 - Three sessions over the course of the year
- School leader sessions to compliment professional learning
 - Three sessions over the course of the year
- Whole Division sessions to compliment professional learning
 - Three sessions over the course of the year
- Indigenous Canada Massive Open Online Course (MOOC) through the University of Alberta - Community of Practice
 - Monthly virtual gatherings for all interested Division staff to discuss MOOC themes
 - Supported by a website with resources for additional learning in each topic
- Curriculum Resources
 - Monthly presentations to provide background information for curriculum and focused on each monthly theme (Division 1, Division 2, Division 3, Division 4)
- Other
 - Division SharePoint site houses all resources for all staff
 - Advisory role as needed for any Division staff (examples of requests include community resources, resource vetting, cultural-responsive practice)

COMMENTARY ON RESULTS:

LEARNING AND SUPPORTS - FNMI

School authorities are responsible for improving First Nations, Métis, and Inuit student success. This includes ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

The effects from the COVID-19 pandemic continued to be felt during the 2021-2022 school year. This crisis highlighted that schools are not only crucial as education providers, but also as a place to respond to socio-emotional needs and support the well-being of vulnerable students. Schools can ideally be a safe space for vulnerable students, providing psychological support, responding to socialization needs and creating a sense of community. Student Support Services, by its very name, was created to bring an awareness to, and provide support for Division schools so that all

students including First Nation, Métis and Inuit, newcomers to Canada and those who require programming away from the Division community high schools feel welcome, respected, and safe.

KEY STRATEGIES:

FIRST NATION, MÉTIS, AND INUIT STUDENTS

Council of Elders

The Council of Elders is the authentic Indigenous voice for the Edmonton Catholic School Division. The Council of Elders are governed by the Indigenous sacred laws which are aligned with Edmonton Catholic School Division's core values. The Council of Elders provide spiritual guidance, cultural knowledge and wisdom to the Edmonton Catholic Board of Trustees, Chief Superintendent and Division leadership teams based on the Nehiyaw Pimatisiwin (the Cree word for Indigenous way of life). The Elders tell us that the longest journey is from the head to the heart. Historically, programs in ECSD have been grounded in showing respect, kindness, and heart to the Indigenous peoples of Edmonton. The Truth and Reconciliation Commission (TRC) Calls to Action did not mark the beginning of ECSD's support for Indigenous peoples. We have a long history of working towards building stronger relationships in our community rooted in sharing the truth of Canada's historical treatment of Indigenous peoples. Foundations such as the Council of Elders, Indigenous Learning Services and the Nehiyaw Pimatisiwin Cree Language and Culture programs were well established long before the Division's participation in the formal work of the TRC in June 2015. Since that time, each of our schools and departments have participated in activities designed to create an emotional connection between the truth of Canada's history and the desire to foster reconciliation with our Indigenous brothers and sisters and build stronger and healthier communities; in other words, taking action to connect the head (what we know) with the heart (what we feel).

In partnership with the Nehiyaw Pimatisiwin schools, the Council of Elders traditionally facilitate the annual Ben Calf Robe Traditional Pow Wow and hosts five Sacred Pipe Ceremonies per year to welcome and honour each new season; fall and winter Solstice and Equinox, Spring and Summer Solstice.

Through our ongoing respectful relationship with the Council of Elders, we were able to seek their advice and input in the design and construction of our newly built Ben Calf Robe – St. Clare replacement school. The Council of Elders were involved in every step of this newly constructed building to ensure that we honoured First Nations, Métis, and Inuit culture alongside 21st-century learning initiatives.

Supporting Indigenous Children and Families

Many Indigenous students face social and economic challenges including poverty, issues associated with movement from one community to another, social isolation, and economic insecurity. Adding to these complex issues is the lasting impact of intergenerational trauma that residential schooling and other external factors have had on Indigenous families and communities. These challenges impact and often obstruct Indigenous students' abilities to attend school, be engaged in school and ultimately graduate from school and go on to post-secondary.

In providing holistic programming, using the medicine wheel teachings in assessing balance and health, Indigenous Learning Services created a new role focusing on innovative ways to increase multilevel supports to Indigenous students.

Four Directions Wellness Specialist

- Supporting schools with outreach to non-attenders
- Supporting schools with complex issues facing Indigenous students
- Supporting schools seeking cultural resources and presentations
- Supporting learning sessions for Division staff
- Facilitating restorative justice circles addressing bullying, physical altercations, racism, and verbal conflict

Available Wellness Sessions:

- In-person Indigenous content for Wellness sessions
- Virtual Wellness sessions for junior high sites on Wednesdays on Teams 12:00 to 1:00 pm accessible to all Division schools
- Topics included:
 - Grounding & Breathing Techniques
 - Self Esteem/Personal Affirmations
 - Communication Skills, Identity - Why is it important?
 - Youth Addictions
 - Setting Goals
 - Medicine Wheel for self-care
 - Digital Safety
 - Virtual Indigenous Wellness Parent Night

Braided Journeys

Braided Journeys Student Support Centres were committed to assisting student success by cultivating a caring, welcoming, and positive place where Indigenous students see themselves, their contributions, and their culture represented, respected, and celebrated. Each centre offered support, encouragement, and guidance throughout a student's educational journey.

The role of the graduation coach is to provide mentoring and guidance to First Nation, Métis, and Inuit students to ensure they are provided with a nurturing and safe environment that supports them as they find a sense of competence and achievement.

Responsibilities include:

- Helping students plan their high school courses
- Career planning and goal setting
- Easing transition concerns
- Tutoring
- Building a sense of community
- Promoting school engagement
- Advocating for students
- Developing leadership skills
- Fostering parent engagement

Grad Coaches also work with junior high students to ease the transition to high school. This can be a stressful phase for all students as they must adapt to changes in the environment, educational practices, and social structures.

Transition activities include:

- High school prep classes
- Transition retreats
- High School Open House & Tours
- Summer transition programs
- Orientations and welcoming events

ONE WORLD . . . ONE CENTRE

As we welcome families from around the world to Edmonton Catholic Schools, the number of English Language Learners (ELLs) and refugees increases. These students and their families have significant barriers that they must face in order to be successful in our schools. The team at One World . . . One Centre worked to assist staff, students and families in addressing these challenges and to ensure the ELLs and refugees feel welcome, respected and supported on their educational journey with Edmonton Catholic Schools.

One World . . . One Centre provides wrap-around supports, not only for the foreign-born student, but that student's family as well.

- The staff at One World . . . One Centre help the family determine the age-appropriate grade level and community school for the student, the information about the new students is then sent to the school so they can welcome the family.
- At their appointment at One World . . . One Centre, the family receives assistance to complete the online registration form, learn more about Edmonton Catholic Schools and obtains information about the community supports available to them. Most importantly, they establish a connection with the staff of One World . . . One Centre who will be able to support them in the future.
- The student, who is an English Language Learner, is assessed using the Alberta English as a Second Language Proficiency Benchmarks in listening, speaking, reading, and writing. This assessment information is available immediately to the school staff and teachers who will be working with the student, ensuring that appropriate programming is in place from their very first day in class.
- The Intercultural Liaisons continuously develop, foster, and maintain relationships between all parties in education, including students, parents and Edmonton Catholic Schools' personnel to promote greater achievement of English Language Learners and better parental participation in the students' learning process. Through a variety of services, the Intercultural Liaisons facilitated, promoted, and encouraged lifelong learning, student's stability, engagement and belonging, effected smooth transition and facilitated integration of newcomer families into the schools.

In the spring of 2022, One World . . . One Centre addressed the challenge of welcoming and supporting students and families that were fleeing from the war in Ukraine. Between February and June, we welcomed over 200 students from Ukraine to Edmonton Catholic Schools. Most of these students wanted to attend one of the four Ukrainian bilingual schools, St. Martin Catholic Elementary School, St. Matthew Catholic Elementary School, St. Brendan Catholic

Elementary/Junior High School, and Austin O'Brien Catholic High School. The staff at One World . . . One Centre, in particular the Ukrainian Intercultural Liaison, assisted these families in first language by explaining the programming available in Edmonton Catholic Schools and was able to support them as they experienced a new education system.

EDMONTON CATHOLIC SCHOOL OF ALTERNATIVE EDUCATION AND CARDINAL COLLINS CATHOLIC ACADEMIC CENTRES

Many students, including First Nation, Métis, and Inuit students, prefer a non-mainstream high school setting such as the programs we have at Cardinal Collins Catholic Academic Centres and Edmonton Catholic School of Alternative Education. Intentional work was done to shift mindsets and change practices to enhance student engagement, improve student learning outcomes and increase high school completion rates. The following programs provided learning environments that were welcoming, caring, respectful and safe so that all students, including our First Nation, Métis and Inuit, can be academically successful: Cardinal Collins Catholic Academic Centre sites, Revelation Online, Our Lady of Grace, Alberta Health Services Intensive Treatment Services, Catholic Social Services, Assessment Support Intervention Success Team (ASIST), Home Education, PASS (Part-time Alternative Self-Paced School), Summer School, Work Experience and Registered Apprenticeship Program (RAP) and Diploma Preparation.

Alberta Education Assurance Measures Overall Summary

ESL – Fall 2022

Assurance Domain	Measure	Edmonton Catholic Separate Sch (ESL)			Alberta (ESL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	83.8	86.3	81.6	78.5	78.7	76.0	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.8	91.2	89.9	86.1	86.9	85.9	Intermediate	Maintained	Acceptable
	PAT: Acceptable	66.5	n/a	66.6	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	13.7	n/a	11.1	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	64.6	n/a	73.4	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	8.8	n/a	12.3	10.8	n/a	15.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019-2020 and 2020-2021 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exams measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance ESL Measures & Results

ECSD ESL PAT

A – Acceptable | E – Excellence

Grade 6 PAT	ECSD % 2017-18		ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22	
	A	E	A	E	A/E	A/E	A	E
English Language Arts	85.1	6.6	85.9	12.0	n/a	n/a	88.8	19.2
French Language Arts	83.3	5.6	75.9	13.8	n/a	n/a	63.2	10.5
Mathematics	69.6	6.6	69.7	6.8	n/a	n/a	69.6	14.0
Science	75.6	14.9	77.3	15.0	n/a	n/a	81.1	21.3
Social Studies	73.9	11.7	74.2	13.1	n/a	n/a	75.3	17.4

*Grade 6 and 9 PAT's not written in 2019-20 and 2020-21 due to COVID-19.

Grade 9 PAT	ECSD % 2017-18		ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22	
	A	E	A	E	A/E	A/E	A	E
English Language Arts	60.1	5.1	64.9	5.8	n/a	n/a	69.3	6.2
English Language Arts K&E	66.7	0.0	61.5	0.0	n/a	n/a	**	**
French Language Arts	83.3	33.3	100.0	42.9	n/a	n/a	**	**
Mathematics	41.3	7.1	46.0	9.4	n/a	n/a	45.3	9.9
Mathematics K&E	62.5	12.5	42.9	7.0	n/a	n/a	**	**
Science	70.4	11.8	70.6	19.8	n/a	n/a	63.0	13.7
Science K&E	57.1	14.3	76.9	7.7	n/a	n/a	**	**
Social Studies	53.0	9.3	58.7	10.5	n/a	n/a	53.8	8.9
Social Studies K&E	66.7	0.0	61.5	7.7	n/a	n/a	**	**

*Grade 6 and 9 PAT's not written in 2019-20 and 2020-21 due to COVID-19.

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk ().

ECSD ESL DIPLOMA

Grades 10-12 DIP	ECSD % 2017-18		ECSD % 2018-19		ECSD % *2019-20	ECSD % *2020-21	ECSD % 2021-22	
	A	E	A	E	A/E	A/E	A	E
English Language Arts 30-1	75.0	5.0	73.1	1.9	n/a	n/a	62.1	5.2
English Language Arts 30-2	82.1	7.2	80.9	6.9	n/a	n/a	71.3	3.0
Mathematics 30-1	72.9	20.6	72.1	22.5	n/a	n/a	69.8	23.3
Mathematics 30-2	68.4	12.0	72.8	11.8	n/a	n/a	56.5	8.7
Social Studies 30-1	80.0	12.0	92.9	9.5	n/a	n/a	80.0	8.6
Social Studies 30-2	67.5	6.2	65.5	6.9	n/a	n/a	55.7	7.2
Biology 30	71.9	18.0	67.7	17.7	n/a	n/a	62.0	6.0
Chemistry 30	74.4	23.3	71.9	29.2	n/a	n/a	63.6	24.2
Physics 30	80.0	40.0	69.4	30.6	n/a	n/a	68.0	8.0
Science 30	73.6	18.7	80.8	19.2	n/a	n/a	62.5	9.4

Diplomas were an optional part of the 2020-21 school year due to COVID-19.

*Grade 10-12 DIP - No results for 2019-20 and 2020-21 due to COVID-19.

ECSD ESL HIGH SCHOOL COMPLETION

Performance Measures	Results %				Evaluation		
	2017-18	2018-19	2019-20	2020-21	Achievement	Improvement	Overall
High school completion rate of students within 3 years of entering Grade 10	82.2	76.2	86.3	83.8	Intermediate	Maintained	Acceptable
High school completion rate of students within 5 years of entering Grade 10	90.4	88.2	91.2	87.8	Intermediate	Maintained	Acceptable

Note: Participation in the 2019-20 and 2020-21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

COMMENTARY ON RESULTS:

- We are pleased to see the Division above the provincial average for the Acceptable Standard in Diploma exams. There were 64.6% of students who achieved Acceptable Standard compared with 59% in the province. However, continued ongoing work needs to occur with all English language learners (ELL) learners across all grades. We also need to see gain in the Standard of Excellence moving forward.
- We have tracked ELL students through our Assurance data collection (common Division assessments) to better understand their academic needs. As we look at the Division One students currently “at risk” in reading, we can decipher that we must intentionally plan for language acquisition in our classroom. Direct and intentional language instruction will benefit our ELL students and their progression in learning the language.
- We see higher numbers of English language learners identified as struggling readers – indicative of their relative inexperience with the language. In Grades 1, 2, and 3, 33% of coded ELL students were identified as “at risk”. In Grade 4, this number begins to go down, with 28% of students identified in the fall as being “at risk”. In Grades 5 and 6, 15% of ELL students are “at risk”. This drop may represent students’ growing facility with the language, but we would also need to consider that some struggling readers may no longer be coded and would be part of the general data set for all students.
- Numeracy Screen for Grades 2 and 3 - English language learners showed a higher percentage of “at risk” students overall when compared to the Division both with September and June results. English language learners (ELLs) are still acquiring the English language and while their scores may be low, this does not always reflect that they are struggling. It is important to note that all tasks’ instructions were provided orally and modeled by the teacher prior to commencing the timed task individually. As such it is important to consider the vast differences in mathematical experience students have acquired prior to attending school in Canada. The higher number of ELL “at risk” students indicates that support is required in classrooms with high ELL populations and that teachers will need to be supported with identifying if the results are due to a language barrier or reflections of students’ mathematical knowledge.

KEY STRATEGIES:

- Teachers and EAL designates engaged in a variety of professional development sessions that have furthered their knowledge to administer the new assessment including: *Summer Institute ESL 101 & Culturally*

Responsive Teaching (11 participants); *ESL Start UP* (71 participants); *ESL 101* (29 participants); *Start SIOP* (all Learning Coaches); *Immigration Pathways and Coding* (8 participants); *PTP and ELLs* (89 participants); *SIOP Series #1* (93 participants); *SIOP Series # 2* (69 participants); *Grade 1 Benchmark PL* (40 participants); *SIOP Series #3* (69 participants); *Grade 9-10 Transition* (6 participants); *Level One in the Inclusive Classroom* (38 participants); *SIOP Series #4* (38 participants); *ESL Designate Year End Benchmarking* (75 participants).

- EAL consultants presented Sheltered Instruction Observation Protocol (SIOP) in a four-part series to any staff who wanted to participate.
- Consultants facilitated 27 school-based professional development sessions for site-based staff.
- Consultants provided SIOP professional learning and distributed the 99 Ideas resource to every ESL designate and learning coach in ECSD.
- SharePoint resources – Google and Microsoft assignment, activity and assessment examples were created and posted on SharePoint for teachers to access and edit for use in their own classrooms. These SharePoint pages were shown to teachers during PD sessions and school visits. (6,372 views on SharePoint.)
- Five parent evenings hosted on Teams – in coordination with Intercultural Liaisons. Families were invited to learn about school in Canada and Edmonton Catholic Schools. Support in their first language was provided. (Approximately 60 families joined these evening events.)
- Work with other jurisdictions: Elk Island Catholic Schools, Greater St. Albert Catholic Schools, Evergreen Catholic Schools, and Edmonton Public Schools.
- Work with Actions for Healthy Communities to provide opportunities and support for our newcomers presented at ATA ESL Conference – Programming for Level One Student in an Inclusive Classroom (20 participants).
- Three hundred seventy-three consultant visits to schools for onsite support (3 consultants).
- As a response to providing more intentional support with students who were at Level 1 and 2 Language proficiency, a new position was created: the English Language Learner Educator (ELLE). Four schools hired an ELLE beginning in the spring. ELLEs offer 1:1 or small group instruction to support the teacher in curriculum delivery and assist students to simultaneously acquire content and language skills.
- Created a pilot that leverages technology as a tool to support Language learners. This pilot, the T-ELL Me More project, began with schools signing up for implementation in the fall. This project will allow students to have access to a Chromebook at school and home bridging the learning gap between home and school. In addition, students will have constant access to technology tools in the classroom to help support their learning by improving their comprehension, communication, and overall access to academic content. Eight hundred fifty chrome books were purchased for distribution to schools at the end of June and summer for fall implementation. A video series on Chromebook use was posted on the SharePoint site. Professional Learning and a Community of Practice have been established for the fall. Twenty-five schools are participating in this project.

- Created a way in which schools would plan their expenditures for ELL and Refugee funding embedded into the inclusive profiles as they look at ways to best leverage the dollars to meet student needs.
- Explored ways in which to capture the overall benchmark levels of our ELL students and correlate data and trends with this information to support programming. We are currently continuing this work together with Tech Services

TEACHING & LEADING

Alberta Education Assurance Measures & Results

ECSD EDUCATION QUALITY

Performance Measures – Percentage of parents, students and teachers satisfied with the overall quality of basic education.	Results %					Evaluation		
	2017-18	2018-19	2019-20	2020-21	2021-22	Achievement	Improvement	Overall
Parents	86.9	88.4	89.4	87.8	88.6	Very High	Maintained	Excellent
Students	88.4	88.6	89.3	87.5	87.7	High	Declined Significantly	Issue
Teachers	95.5	95.5	95.8	94.7	95.2	Intermediate	Maintained	Acceptable

Note: The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

ECSD Assurance Survey Measures & Results

TEACHING & ASSESSMENT PRACTICES

Performance Measure: Percentage of students, parents, and staff who agree that students have clear expectations and specific feedback on engaging learning activities upon which the student can make choices about how to demonstrate their learning.	Results % 2020-21	Results % 2021-22
Parents	92.6	93.8
Students	85.5	86.3
Staff	96.4	97.2

STAFF ENGAGEMENT & RESPECT IN THE WORKPLACE

Performance Measures: Percentage of staff who agree that professional learning opportunities are accessible to all in a collaborative and engaging environment where co-workers treat each other with dignity and respect.	Results % 2020-21	Results % 2021-22
Staff	92.7	93.4

IMPLEMENTING FRAMEWORKS & PROCEDURES

Performance Measures: Percentage of staff who agree that their school/department focuses on continuous improvement in working towards the Division's growth plan within the operational frameworks and resources provided.	Results % 2020-21	Results % 2021-22
Staff	93.2	94.1

COMMENTARY ON RESULTS:

CATHOLIC EDUCATION LEARNING ENVIRONMENTS

Employees are encouraged to develop and pursue advancement in their career path with ECSD. Some examples include:

- Instructors in trades pursuing the Career and Technology Studies Bridge to Teacher Certification program.
- Light-duty custodians participating in our custodial training program to qualify for full-time heavy-duty custodian roles.
- Therapeutic Assistants in Behavioural Therapy gain experience in the role, supplementing their formal education, and successfully move into Emotional Behavioral Specialist roles.
- Human Resource Services support departments in evaluating future needs and identifying internal staff who, with professional development and exposure to new experiences, could potentially move into new roles.

With leadership from Occupational Health and Safety ECSD's staff wellness committee, promotes the health and wellness of staff through awareness and initiatives that encourage habits of wellness, increase awareness of factors and resources contributing to well-being, inspire and empower individuals to take responsibility for their own health and well-being and support a sense of community. The committee produces a monthly newsletter shared with all staff and maintains a portal page on myECSD offering many wellness resources.

ASSESSMENT

- Assessment is a focus and a key driver for the measurement of student growth and achievement and with our shift to the Assurance Model in using real time classroom data to inform instruction and professional learning supports, it is critical to provide teachers with opportunities to refine their understanding of all types of assessment (i.e., for, of and as learning).
- Assessment & Reporting Consultants both attend and present at the following conferences for professional learning and growth: AAC – Alberta Assessment Consortium, CAfLN – Canadian Assessment for Learning Network, GETCA – Greater Edmonton Teachers Convention Association.
- As ECSD moves towards outcomes-based assessment in high school, we have engaged with the following school divisions both to gain insight and to provide assistance and advice regarding OBAR: STAR Catholic, EICS, Rockyview Schools, Calgary Academy. We have also worked with Tom Schimmer, the author of our outcomes-based assessment mentor text *Grading from the Inside Out*, and Lauren Porosoff, author of *The PD Curator: How to Design Peer-to-Peer Professional Learning That Elevates Teachers and Teaching* to help guide our work
- Kindergarten - In collaboration with seven teachers, a comprehensive document was created to support Kindergarten teachers in reporting foundational knowledge through ongoing feedback in PowerTeacher Pro. Professional development was offered to support teachers in further developing their formative assessment practices by exploring the exemplars and visuals within the document. Consultants collaborated

with Kindergarten teachers to develop further supports including checklists, videos of ECSD lived exemplars, and a continuum to support the progression of foundational skills and knowledge in Kindergarten.

- High School Outcomes-Based Assessment & Reporting Pilot - The purpose of this pilot was to support teachers in providing clarity and meaning to grades and a measure of proficiency of the learning outcomes from the programs of study. The High School Outcomes-Based Assessment pilot began in September and two high schools volunteered to participate in the pilot. The timeline for use and the resources were developed in collaboration with the pilot principals. Each subsequent session was then tailored to the needs and requests of the teachers based on their extensive feedback. From this pilot we learned that the reporting of individual outcomes was less important than teachers' understanding of the outcomes. The work continuing into this year with all high schools will focus on understanding outcomes to devise both instructional processes and assessments that maximize student learning. Department heads and an assistant principal will attend four professional learning sessions over the course of the 2022-2023 year designed to further the work in this area.
- Assessment Bites - An extension of the live, virtual 30-minute lunch hour and after school sessions evolved this to five to eight-minute videos posted on our site (bit.ly/AssessmentECSD). Each *Assessment Bite* includes a short video tutorial or introduction to an assessment strategy, and links to supporting templates, websites, and articles. There are a variety of ways educators use these resources, including: individual teachers trying the strategy, grade partners or departments using the strategy as a point of teacher collaborative inquiry to broaden the assessment repertoire of the group, and principals using the strategy as a talking point for increasing assessment literacy amongst their staff.
- The assessment and reporting team support schools, students, and parents by providing specific resources for how stakeholders may access and interpret information about assessment and reporting. In addition to providing principals with suggested swift messaging via the Leadership Week-at-a-Glance memo, we have also created the following resources: Parent Guidebook [Parent Guidebook PDF Document](#), [Parent Guidebook: Public Site](#), Videos [For Parents & Students](#) [For Students](#).

KINDERGARTEN

- A Division video was created for parents so they could understand what students would learn in Kindergarten, what Kindergarten programming should look like, and what to look for when choosing a school for their child. This video showcased our early learning experts speaking about literacy and math development, appropriate play-based activities, and full-day programming. This video had over 2,000 views by community members.
- An *Administrator's Guide to Kindergarten* was developed to help administrators picture all the elements of curriculum and child development that create a rich Kindergarten program.
- A total of 25 Professional Development sessions were offered with a total of 317 participants that included: *New to Kindergarten Summer Institute*, *Kindergarten Common Assignments for Power Teacher Pro*, *New to Kindergarten Cohort September Session*, *Creating Effective Centres in Kindergarten*, *The Foundations of Extensions* (in collaboration with the Supervisor for Early Learning), *Extending Literacy through play in Kindergarten*, *Creative Expression and Sensory Play*, *Creating an Effective Kindergarten Environment*, *Creating*

an Effective Kindergarten Environment - Repeat Session, Dramatic Play in Kindergarten, New to Kindergarten Cohort January Session, Introduction Division Common Assignments in Kindergarten (in collaboration with the Assessment and Reporting Consultant), Extending Numeracy during Play, New to Kindergarten Cohort February Session, Developing Effective Block and Building Centres in Kindergarten, New to Kindergarten Cohort April Session, Designing Effective Centres in the Extensions Studio, Science and Discovery in Kindergarten, Kindergarten New Curriculum Pacing Guide Teacher Working Group, Outdoor Inquiry in Kindergarten, Unpacking the New Curriculum, and Kindergarten Curriculum Crate Creation Teacher Working Group.

ELEMENTARY MATH

- In preparation for the implementation of the new Mathematics curriculum at the Kindergarten to Grade 3 levels, a number of supports were created to assist teachers. These include the creation of correlation guides, bridging documents, integrated pacing guides, curriculum “crates” and professional development. In addition to these levels of support, the Mathematics SharePoint site was redesigned to serve more intuitively as a live binder that reflects both the current (for Grades 4-6) and new (for Kindergarten-Grade 3) program of studies. The Mathematics Assessment Screening Tool (MAST) has also been carefully analyzed to determine which questions continue to align with the new curriculum, with large portions of the MAST being rewritten to reflect curricular changes.
- The Elementary Math SharePoint site continues to be the hub where resources are disseminated including access to planning/resource information, assessment support, anywhere anytime PD, and video tutorials. At present, the SharePoint site is being reconfigured to facilitate comprehensive support for teachers and administrators tied to the current Math curriculum (Grades 4-6) and the new Math curriculum (Grades K-3). This includes the creation of many video tutorials as well as support resources including common “black line masters”, planning templates, and data analysis templates.
- Through 2021-2022, the Mathematics team met five times to dialogue, share resources, and collaborate with the Edmonton Regional Learning Consortium and other Division contacts. We have been in close, ongoing communication with Alberta Education for guidance and clarification regarding the new curriculum, resources, and assessment (the numeracy screeners and our Division created MAST). We continue to work closely with MathUP to provide up-to-date information about the resource, alignment to new curriculum, and to provide joint PD opportunities.

JUNIOR HIGH MATH

- One of our key local measures is the creation of a Common Formative Assessment (non-calculator) which is conducted three times per year. Math consultants have created a variety of CFA support documents (rationale, summary, etc.) for each CFA which can be found on the CFA supports page on the *Math 7-9* SharePoint site. These pages have over 1,700 hits demonstrating that teachers are looking at these resources as key to their instruction. The support documents include analysis of each question, as well as potential supports to address student misconceptions.

- We continue to work with Edmonton Regional Learning Consortium and the Mathematics Council of the Alberta Teachers' Association to further the understanding of Mathematics pedagogy within the province.
- Consultants also constructed Common Summative Assessments for Grades 7 and 8 (regular program and K&E). These were constructed with Teacher Working Groups. These included 16 teachers from nine different schools.
- Accelerated Math was an area of focus as the program expanded from one (St. Rose Catholic Junior High School) to three (St. Cecilia & St. Hilda Catholic Junior High schools). Consultants established a Community of Practice in which an Accelerated Math pacing guide and common framework were determined. This will lay the foundation for how this program will run in the future should we expand it to more sites.
- Pacing Guides were initially a COVID response to ensure that teachers were approximately at the same point in the year in their teaching in the event of a shift in learning stance. This is a practice that we will continue as these resources have proven to be a valuable professional support for teachers. In addition, we can provide targeted professional learning in a variety of ways because there is improved consistency throughout the Division. Junior high Math expanded on the Pacing Guides with a variety of supports including K&E correlations, scaffolded connections to prior knowledge and previous outcomes, and calculator-free conceptual connections to student misconceptions.
- Since teachers were using SmarterMarks for CFAs, there was significant training that happened with junior high Math teachers in terms of how to leverage SmarterMarks to collaborate on common department assessments and to help improve their classroom assessments. We began the collection of a common bank of questions, tagged to outcomes and with the cognitive levels attached. This allowed teachers to have a model of quality questions and accurately blueprint their exams. The performance history of items can be viewed in real time and a detailed analysis of student and question performance can be done.
- Junior High Math Professional Learning Sessions totaled 490 participants throughout the year. Sessions included: *JH Pacing Guide Planning, Non-Calculator Information, CSA Item Writing, Getting Started with Smartermarks, CFA Key Points Revisited, SmarterMarks and CFA 1, CSA Item Writing 2, Enhanced Academic Program – Mathematics, Resources to Support Pacing Guides, Leveraging Microsoft OneNote and Teams to Deliver JH Math Content, CFA Next Steps, JH Assessment, CFA2 Revisited, Supporting the PR Strand, Beyond the Original Algorithm, Full Day CSA Validation, SmarterMarks for JH Lead Techers, CFA 3 Support Session – What We Have Learned, PAT Information Session, Accelerated Math Afternoon, Reflecting on the CFA, CSA Information Session.*

SENIOR HIGH MATH

- Mathematics directing words from the Alberta Assessment Sector are used in mathematical written response questions and have specific definitions and requirements which students are required to know.
- Partnerships to further our understanding and pedagogy in mathematics included working with the Edmonton Regional Learning Consortium and the University of Alberta Faculty of Science – Mathematics & Statistical Sciences.

- There was an emphasis this year for teachers and students to be made aware of the specific definitions and create success criteria for common directing words used in written response questions. We identified success criteria for commonly used directing words correlated from Math 30-1 and Math 30-2 released items. This success criteria was adapted for Math 10 and 20 levels and organized as checklists. Individual posters were created for commonly used directing words with descriptions and checklists of success criteria and distributed to high school Math teachers to display in classrooms. Posters were printed in both English and French. Sample written response questions correlated to curriculum for Math 10C, Math 20-2, and Math 20-1 were created that involve specific directing words with detailed success criteria guidelines and sample scoring guides. These resources were made available to teachers on the Mathematics 10-12 SharePoint page.
- A large focus was on question development and CSA construction and validation that correlated to programs of studies, satisfied a cognitive process (conceptual, procedural, or problem solving), and was specifically written at a performance standard (Acceptable or Standard of Excellence). Blueprinting of the final assessments to fairly represent topics within each course was also of importance. Thirty-eight high school Math teachers involved in one or more elements of the mathematics CSA creation and validation process. All Division high schools were represented.
- There were 221 teachers who participated in Professional Learning sessions in high school Mathematics. Sessions included *HS Math Directing Words Success Criteria to Support Written Response (Algebraically and Sketch)*, *Beginning Teacher Mentorship*, *Building Math Concepts Using Features of the TI-84 Plus*, *HS Math 10C, 20-2, 20-1 Common Summative Assessments Open Forum* (two sessions), *Beginning Teacher Check In*, *How to Interpret SmarterMarks Data*, *How to Interpret SmarterMarks Teacher Summary Report*, *Enriched Academy Introduction*, *Schoology Training*, *Math 10C CSA Scoring Guide Training*, *Math 10C CSA French Review*, *Math 20-1 French Review*, *HS Math Diploma Information: Preparing Students*, *Math 20-2 French Review*, *HS Math 20-1 CSA Scoring Guide Review*, *HS Math 20-2 CSA Scoring Guide Review*, *HS Math Professional Learning Morning*”.

ELEMENTARY ENGLISH LANGUAGE ARTS

- In the fall, teachers assessed all elementary students using common reading screeners. When this data was collected and analyzed, we noticed some significant gaps with decoding and comprehension skills.
- In response, the ELA team visited 71 schools to provide targeted professional development connected to reading instruction. Based on the data, we provided teachers with resources to support student instruction.
- Learning Series sessions were created to help inform instructional practices after administering the screeners. They included how to interpret the data and what whole class, small group and individual classroom instruction could look like following the progression of reading behaviors. Presentations were live and on demand, including slides with discussion questions/pausing points, a learning guide, and video replay.
- Throughout the 2021-2022 school year the ELA team offered 55 professional development sessions (separate from professional development offered in individual schools), which were attended by 2,223 teachers. These sessions included topics such as: *How to Administer the Reading Screeners Literacy Data: Now What? (Using data to support instructional steps)*, *Planning for ELA - Division 1* *Planning for ELA - Division 2*, *How to Use*

Heggerty to Teach Phonemic Awareness, Five Pillars - Phonological Awareness, Five Pillars – Phonics, Five Pillars – Vocabulary, Five Pillars - Comprehension & Fluency, Teaching Narrative Writing Part 1 & 2, Comprehensive Literacy Small Group Instruction/Guided Reading (Presented to Two School Staffs), Leveraging ELA Outcomes in Science, The What, Why and How of Sound Walls, Assistant Principal Meeting - Using Screener Data to Plan Instructional Next Steps, Data Entry PD for Division 2 T-Series, Literacy Data: Now What? Divisions 1 & 2 ELA, Planning for Comprehensive Literacy Online – Division 1 (ELA, Social Studies and Science), Planning for Comprehensive Literacy Online – Division 2 (ELA, Social Studies and Science), How To Administer the ELA LeNS and CC3 Screeners - K & 1 Teachers, Guide to Unpacking Outcomes for Reading Comprehension Instruction, Unpacking the LeNS and CC3 Data with Kindergarten and Grade 1 Teachers, DWPD - Word Work in the K-6 Classroom, DWPD - Sound Walls, Teaching Writing Skills to Our Elementary Students, Guided Reading/Small Group Instruction, Preparing for the ELA Provincial Achievement Test, Teaching Struggling Writers, and Small Group Instruction: How to Effectively Target the Needs of All Students.

- SharePoint is part of the ongoing strategy to support professional learning for teachers. This is a repository of resources and videos that support teachers' understanding of English Language Arts. Over the school year, the ELA sites have had 51,190 visits and 865 video views, demonstrating that teachers are using this as an ongoing tool in their day-to-day professional life. Some resources that have been developed on SharePoint include: *Literacy Data, Now What* - a video to demonstrate what to do with reading assessment data, *Five Pillars of Reading Professional Learning* - a series of resources and videos to help teachers unpack phonemic awareness, phonics, vocabulary, reading comprehension, and fluency; and the *Reading Continuum* - a resource to help teachers understanding reading development and how to monitor student progress. We have also recently developed a *Writing Continuum* to help teachers understand and assess student writing development.

SECONDARY ENGLISH LANGUAGE ARTS

- Common Summative Assessments were developed for Grade 7 and 8, both regular program and K&E. They were also developed for Grades 10-1, 10-2, 20-1, and 20-2. These were developed with Teacher Working Groups which were comprised of 40 teachers from 23 schools.
- Resources were developed to assist teachers in their work in the classroom. These included: *Junior High 2021-2022 Curriculum Pacing Guides: K&E and Mainstream Outcome Side by Side Comparison Document*, *SharePoint Resources (Black History Month: Spotlight on Phyllis Wheatley, EAP Program Supports, Stand on the Sky resource page, Hunt for the Wilderpeople resource page, The Best We Could Do resource page, and Updated Texts lists for all grades. A YouTube video was created to explain the changes on the Grade 9 PAT Business Email.*
- A variety of sessions were offered over the course of the year. There were 345 teachers who attended either after school or on Thursday afternoons. Sessions included *The Skills Focused Gradebook, Establishing the Feedback Loop, Strategies for Struggling Readers, Walking Through the ELA Pacing Guides, ELA Book Study: Stand on the Sky by Erin Bow, ELA Book Study: The Best We Could Do by Thi Bui, Understanding ELA Reading Comprehension Blueprints and Assessment Questions, English Chat: Spotlight on N.K. Jemisin, English Chat: "Who are your favourite Black Authors?", English Chat: New Novels, Point-Less: An English Teacher's Guide to*

More Meaningful Grading, JH ELA CSA Info Session (March), Junior High ELA CSA Review, and JH ELA CSA Info Session (June), CSA Item Writing Training and Workshops (JH: five full days; SH: six full days), CSA Exam Validation (three full days), High School Department Head Meetings (four); Junior High Humanities Writing Standard (four full days).

- Some of the work done with external partners included the following: *ERLC Point-less: An English Teacher's Guide to More Meaningful Grading* (two sessions), *Edu-Best Educational Resources and Services—Understanding Reading Comprehension Skill Categories* (one session), and *GETCA – Planning for Feedback* (one session).

READING INTERVENTION K-12

- Reading Specialist consultants provided training and support to 22 reading intervention teachers throughout the Division. They provided on-site mentorship, Thursday afternoon weekly literacy Professional Learning, and ongoing training and coaching. This supported the COVID Learning Loss Grant from Albert Education.
- Professional Learning offered throughout the Division on reading included: four sessions to junior high pilot schools on the *Five Pillars of Reading*, establishing a *Community of Practice for WIN Jr. Programs* (five sessions), *Teacher Literacy Mentorship at the Centre for Diverse Learning* (six sessions), Learning Coach session on *Teaching Vocabulary*, Learning Coach Session on *Learning Profiles and Implications for Teaching Reading*, school-based professional learning on *Supporting Reading, Supporting Reading for Educational Assistants*.
- Consultants conducted 50 individual reading referrals and individual programs were created for struggling readers, students with reading disabilities, and low cognitive literacy programming. They made 172 school visits throughout the year.

ELEMENTARY SOCIAL STUDIES

- A seven-part series, *Exposing the Expository in Social Studies and Science* was a visual podcast that explored how to integrate expository writing in Social Studies and Science. These episodes included best practices, outcome-based assignments, lesson ideas, and graphic organizers.
- Teacher working groups were created to support the development of teacher competency in critical thinking and communication. Source based resources such as: progression of lessons, possible student experiences, and assessments were co-created for each grade level. As a result of this working group, a series of PD surrounding source-based analysis and critical thinking will be developed for the 2022-2023 school year.
- To support teachers with best practices in competencies for communication, critical thinking and collaboration, consultants collaborated to demonstrate visible thinking routines across subject areas. Sessions, lesson samples and student exemplars were created. The sessions focused on driving a resurgence of skills post pandemic.
- Throughout the 2021-2022 school year, elementary Social Studies offered 24 Professional Development sessions which were attended by approximately 400 teachers. The following sessions were offered: *Planning for success in Elementary Social Studies, New to Div 1 Social Studies, New to Div 2 in Social Studies, Planning*

for combined grades-Science and Social Studies Div 1, Planning for combined grades-Science and Social Studies Div 2, Planning for Comprehensive Literacy Div 1 (Science, ELA, Social Studies), Planning for Comprehensive Literacy Div 2 (Science, ELA, Social Studies), Flipgrid and Critical Thinking, Visible thinking in Science, Social Studies, and Mathematics, Q&A your burning questions answered in Social Studies and Science, St Edmonds Feast Day- History of Treaty 6, Critical Thinking Continuum in Elementary Social Studies Grades 4-6, Building Better Assessments in Social Studies and Science, Cross Curricular Visible Thinking Routines (series of four sessions), Exposing the Expository in Social Studies and Science- Visual podcast (seven episodes), Teacher Chromebook Series- Google Earth and Social Studies (three episodes), Women in Technology- Houston we have a Solution, Social Studies and Science PAT Q&A, Visible Thinking routines and BrainPOP, United Empire Loyalist - Outcome background PD, Grade 6 cross curricular PAT prep, and New Curriculum Overview.

- The elementary Social Studies SharePoint site included new pages, navigation pages, visible buttons, quick links, and grid style organization of resources. These were all re-organized to increase usage and accessibility for teachers. As of June 2022, the Social Studies SharePoint page has been visited 8,139 times.

SECONDARY SOCIAL STUDIES

- Common Summative Assessments were developed for Grade 7 and 8, both regular program and K&E. They were also developed for Grades 10-1, 10-2, 20-1, and 20-2. These were developed with Teacher Working Groups which were comprised of 38 teachers from 11 high schools and 11 junior highs.
- Our Junior High Writing Standard working group expanded from five to six pilot schools while the format and the scoring guide for the assignment was solidified. Student work was collected and assessed as a group in preparation for the expanded group of 10 schools for the 2022-2023 school year.
- Learning Servicers facilitated, organized, and trained teachers to assist students in preparation for the Ethics Bowl and Model United Nations.
- More than 100 teachers participated in Professional Learning in Social Studies. These opportunities included *Incorporating Indigenous Perspectives in the Social Studies Curriculum, Assurance Model in Social Studies, CSA Working Group – Junior High* (five meetings), *CSA Working Group – High School* (five meetings), *Junior High Humanities Writing Standards Working Group* (four meetings), *Item and Exam Building* (two high schools).
- Partnerships included working with the University of Alberta Philosophy and Political Science Departments as well as the Alberta Teachers' Association Social Studies Council.

ELEMENTARY SCIENCE

- Elementary Science established a partnership with the charitable STEM organization - Scientists in Schools. Through funding and grants, six ECSD schools received a total of 58 free virtual workshops with materials to complete STEM challenges and hands-on experiments for every student. Consultant support was provided during virtual sessions. Teachers requested school visits to co-plan lessons and assessments as an extension and follow up of the virtual sessions.
- Go Green teacher representatives attended virtual sessions based on four themes throughout the year. Virtual sessions showcased sample green practices, showcased exemplary teachers across the Division

carrying out green practices at their sites and guest speakers from Eco Schools Canada and Inside Education. Consultants created school newsletters, sample lessons, and resources to be accessed on the Go Green SharePoint Site. Since its creation, the Go Green SharePoint site has amassed 1,308 views.

- Throughout the 2021-2022 academic year, Elementary Science offered a total of 25 sessions which were attended by approximately 400 teachers. The following sessions were offered: *The Power of Integration: Science and ELA Div 1, Planning for Elementary Science Div 1, Planning for Elementary Science Div 2, Green STEM Schools Community of Practice: Focus on Science Literacy, Planning for combined grades-Science and Social Studies Div 1, Planning for combined grades-Science and Social Studies Div 2, Planning for Comprehensive Literacy Div 1 (Science, ELA, Social Studies), Planning for Comprehensive Literacy Div 2 (Science, ELA, Social Studies), Visible Thinking in Science, Social Studies and Mathematics, Beginning Teachers Session: Cross Curricular Planning and Mini Lessons (Science and ELA), Q&A your burning questions answered in Social and Science, St. Angela Feast Day-The Science and Engineering of Origami!, Planning, Hands On Learning and AAC Devices Through the Science Lens* (Presented to Generations, WIN and WIN Jr. teachers and staff), *Building Better Assessments in Social Studies and Science, Cross Curricular Visible Thinking Routines – four sessions (Science, ELA and Math), Houston, We Have a Solution (Women in Technology session), Writing to Learn in Elementary Science, Research for Life Sciences, Exposing the Expository in Science and Social Studies* (Visual podcast series -seven episodes), *Science and Social Studies PAT Q&A, Earth Day and St. Richard Feast Day: Animal wildlife bridges STEM challenge session, Earth Day and St. Richard Feast Day: Caring for Creation-Water cleanup challenge, Using Feedback to Improve Student Learning (Science and ELA), Grade 6 Cross Curricular PAT Prep (Science, ELA, Math, Social Studies, FLA), and New Curriculum Overview.*
- The development of the new elementary Science SharePoint site included General resources, Science event highlights, Navigation pages per grade, and Visible folders per topic in Science to achieve the goal of easily accessible resources for elementary Science teachers. SharePoint views since development of the site have reached 2,579 views. Created resources available on SharePoint include mini lessons per grade and topic, curated lists of mentor texts per grade and per topic in Science, sample progressions of lessons with student exemplars, digital Science word walls, lessons on visible thinking routines with outcome based examples per grade, Grade 4 student writing exemplars and lesson samples for Wheels and Levers based on the Grade 4 Writing to Learn project, and Exposing the Expository Visual Podcast series resources, graphic organizers, sample lessons and student exemplars.
- Partnerships included Scientists in Schools, Alberta Science Network, Calgary Catholic School Board, and Eco Schools Canada.

CTF/CTS

- CTF/CTS is a diverse range of subjects taught under one umbrella. Due to COVID, many of these hands-on classes were scaled back in schools due to restrictions. Learning Services has been working closely with schools to rebuild those programs. Examples include increasing schools with CTS shops & focus areas by three within the Division, increased involvement with Skills Canada to increase participation in ECSD, increased environmental awareness and programs to reduce waste in Edmonton Catholic Schools through the “Go

Green” program, and assisting St. Oscar Romero Catholic High School in the procurement and installation of grow boxes and greenhouses for their Green Growing Project.

- Because of the diverse nature of programming in CTF/CTS, professional learning is often provided in small group and individual sessions. These have included sessions specific to Design & Fabrication, Foods, Fashion, Photography, Digital Technology, and Graphic Design.
- Partnerships included working with the Canadian Culinary Federation Chef’s Challenge, Alberta University of the Arts, ATA Career & Technology Council, MacEwan University, Edmonton Public Schools, Elk Island Public Schools, Skills Alberta, Skills Canada, Careers: The Next Generation, and Edmonton Chefs (CCFCC Edmonton Branch).

EMERGING TECHNOLOGY

- This was an exciting year for ECSD teachers as every educator now has access to a personal device to enhance and elevate their instruction and assessment. We have over 2,300 touchscreen teacher Chromebooks available throughout all our schools for one-to-one educator use that were purchased through our Prudent Spending Initiative. In order to get “plugged into learning,” a video series was created called *The Chromebook Classroom* to help teachers learn the basics of the device as well as how to integrate this Chromebook into their daily practice with apps, extensions, inking, and untethered teaching. Each week a new video was released featuring EmTech, Curriculum, and Assessment consultants for a total of 39 context-based learning opportunities using Educational Technology. These devices are directly used for planning, teaching, assessment, and professional learning.
- We kicked off our 2021-2022 school year with a week-long bootcamp in August to cover the essentials of technology in ECSD for both new and returning staff. From August to June 2022, we have offered 32 sessions for 260 educators from 37 schools. These online sessions offer a chance to learn on Thursday afternoons or after school with no travel time required or sub-costs associated. Participants continue to get personalized hands-on, in-the-moment support as they would in a face-to-face session. Two additional in-person training sessions were provided for Secure Chrome Exams with 158 participants from 72 of the schools in ECSD.
- The EmTech Team and Learning Services Technology Coach created a microlearning video series focusing on UDL, Differentiation, and Assistive Technology using technology tools. Each 10-minute episode has been anchored in the UDL framework of multiple means of engagement, representation, and expression. Twenty-three (23) videos have been created to support Reading, Writing, Organization & Task Management, Research & Study Skills, Movement & Brain Breaks and Chromebook Accessibility with a total of 527 views since the start up in January. Monthly newsletters from January to June have been sent out in the Staff Week-at-a-Glance and to all Learning Service staff.
- Professional Learning sessions offered to teachers included: *Dive Into the All-New Flipgrid*, *Microsoft Class Teams for Workflow, Collaboration, and Connection*, *OneNote Class Notebook to Rule Them All*, *Flipgrid: From Engagement to Demonstration of Learning*, *Building Better Assessments with Microsoft Forms*, *Amplifying Your Assessment and Feedback with Digital Tools*, *Explore Interactive Learning with SMART Lumio! Elementary Edition*, *Explore Interactive Learning with SMART Lumio! Secondary Edition*, *Google Ninja Kick-off* and

Welcome, Google Ninjas Chrome and Drive, Google Ninjas Apps and Extensions, Google Ninjas Google Docs, Google Ninjas Slides and Drawings, EmTech U Information and Kickoff, EmTech U Student Demo of Learning, Coding & Computational Thinking, Providing Feedback with Digital Tools, Whiteboards, VR and AR, Assistive Technology Tools, New Horizons, Choosing a Topic & Writing a Paper, Schoology for Master Instructor 1, Schoology for Master Instructor 2, Grading and Grade Passback, Learning coach Callback Assistive Technology Session, Learning Coach Callback Social Emotional Learning and Flipgrid, Secure Chrome Exam Training (three sessions).

- For the last three years, Edmonton Catholic Schools and the University of Alberta have had an exciting partnership to offer Master level course credit for Educational Technology Professional Learning in our Division. The *EmTech U Academy* EDU 595 offers a chance for teachers to deeply explore different educational technologies from Google, Microsoft, Video, VR, Coding, to Design and more. Teachers learn how these tools enhance teaching, learning and assessment. This year our EDU 595 program has been expanded to become part of the Graduate Certificate of Educational Studies with a focus on Technology.

BEGINNING TEACHERS

- Learning Services provides professional learning for the Beginning Teacher Mentorship Program in collaboration with Human Resource Services and Edmonton Catholic Teachers' Local. This year's beginning teacher program was developed through feedback from beginning teachers and informed by members of the Diversity Committee, Human Resource Services, Edmonton Catholic Teachers, and Learning Services Consultants.
- In addition to the large group sessions, beginning teachers were also assigned to a consultant mentor. These mentors met with a small group of beginning teachers four times throughout the year to address questions, share resources and provide Division level support. These small group check-ins were organized according to grade groups and specialties. This allowed for more specific discussions and connections with other people teaching their grade and/or subject area.
- Session topics for callbacks included: *Setting Up for Success* (15 participants), *Focus on Clarity in Planning and Onboarding HR* (52 participants), *Supporting All Learners Using Positive Behavior Supports* (55 participants), *Feedback: An Effective Tool for Supporting Your Learners* (29 participants), *Final Wrap Up: Looking Back, Moving Forward* (30 participants).

PLANNING FOR THE NEW CURRICULUM

- To prepare for the new curriculum, a manager of elementary curriculum was hired, as well as two additional consultants in Language Arts, Mathematics and Assessment, and an additional consultant in Kindergarten and Phys-Ed & Wellness. An additional consultant was also hired in Science to support the Science pilot and in French Immersion to support the pilot of the K-3 French Immersion Language Arts and Literature curriculum.
- An online session for New Curriculum Overview was provided for all elementary schools in the spring. This also include a live session hosted at the St. Anthony's Meeting Centre.

- To honour teacher voices and expertise, Teacher Working Groups were created to help evolve and inform pacing guides for the new curriculum and to work at the elbow with curriculum consultants to create quality lesson plan samples – including strong pedagogy, depth of foundational knowledge and skills, and considerations of curriculum connections across the subject areas. Seventy-three teachers were nominated by principals to be part of our teacher working groups K-6. These teachers met for two full days in May and June to get “September ready” with a September pacing guide for each grade level K, 1, 2, 3, and 4-6 PEW. In addition, these teacher working groups created sample lessons for each grade level as well.
- Sample lessons were developed as Curriculum Crates, sample lesson plans that serve as strong exemplars for implementation. Consultants and teacher working groups developed these by dissecting a learning outcome to examine what students need to know, experience, and demonstrate in their learning journey for that outcome during this timeframe. We then use this to plan an appropriate example lesson(s). Teachers can customize this lesson to meet the needs of their students and know that learning outcomes are returned to many times throughout the year as we layer on our knowledge, understandings, skills, and procedures of each learner outcome. Teacher working groups work side by side with consultants to create these lessons. The September Curriculum Crates were created in late spring.
- Summer Summit: Over five days we had 402 ECSD teachers participate in over 80 sessions to prepare for the New Curriculum. In addition, we had six guests from our Regional Partner Evergreen Catholic Schools. In total, we had teachers representing an outstanding 70 out of our 73 elementary schools at our summit. These teachers returned to their schools not only empowered with valuable learning experiences for the new curriculum, but they were provided with classroom resources, lesson plans, and assessment ideas to share with their colleagues. Our focus was to be “September ready”. Any teachers who were not able to make the summer event could access the resources and lessons on our SharePoint site.
- To support school level implementation of the new curriculum, school leadership teams were established. Each school team consists of a principal along with two additional teachers to come for an in-depth day of information and experiences along with other school teams and curriculum consultants. School teams then return to their school site with multiple resources and plans to roll out this information with the remainder of their staff. A calendar was shared in June to schools for the five calendar School Leadership dates in the upcoming year to be attended.
- The September Pacing Guide and Curriculum Crate was launched in a Live@fterschool live stream session to release the upcoming Pacing Guides, Curriculum Crates, and classroom ideas to all of ECSD. We showcase possibilities and give classroom resources as prizes to our viewers.

FINE ARTS

- COVID continued to impact our schools with Fine Arts; as a result, we are rebuilding many programs. Teachers have required supports in re-establishing programs within their schools.
- Professional Development sessions offered included: *New to Teaching Music* (Elementary), *Elementary Music: Planning with the End in Mind*, *New to Elementary Music Community of Practice*, *Advent/Christmas Concert Share*, *Planning for School-Wide Liturgical Celebration*, *Elementary Music: Time for a Re-Set in*

Performance-Based Assessment, Culturally Responsive Pedagogy in Musical Practice, New to Visual Art – Elementary, Elementary Visual Art/Drama Integration, New to Teaching Music: Secondary; Secondary Music: Getting Started; New to Secondary Music Community of Practice, Planning for School-Wide Liturgical Celebrations (Secondary), New to Visual Art: Junior High, Secondary Music Roundtable, Drama Community of Practice, Visual Arts Community of Practice, Mountain Landscape Workshop.

- Division events also moved online for the 2021-2022 school year. Art of Advent, an online calendar counting down to Christmas, featured new student art and performances every day. This generated 49,800 views from around the world, including all over Canada, the United States, Europe, South America, and Asia. Spring Into Art was a virtual art gallery in which student visual art was displayed over the course of a week. The site had 23,000 views from Canada, USA, Philippines, Singapore, China, Australia, UK, and many more. Our Annual Celebration of the Arts is a variety show that features students from 100 Voices to Grade 12. We held a livestream show in May that had over 2,000 views, with an additional 5,000 views for encore videos the week after the show.
- The Division runs four “All-City” programs: Junior High All-City Band, Junior High All-City Choir, Senior High All-City Band, Senior High All-City Choir. These groups are comprised of representative students from across the Division. In December 2021, we held two livestream events. We had over 2,000 views from around the world. In June 2022, we held two in-person concerts, with approximately 400 people in attendance at each concert. We also made preparations to move All-City Bands under the leadership of Archbishop MacDonald Catholic High School for the upcoming 2022-2023 school year.
- We have a variety of partnerships throughout the province, including: Provincial Fine Arts collaboration with Edmonton Public School Board, Calgary Catholic School Division and Calgary Board of Education; Winspear Centre for the Arts/ Edmonton Symphony Orchestra (YONA Sistema), Art Gallery of Alberta, Alberta Band Association, Alberta Youth Theatre Collective, Choir Alberta, Choral Canada, Alberta Orff Chapter, Alberta Kodaly Association/Kodaly Society of Canada, ATA Fine Arts Council, University of Alberta Department of Education/Faculty of Music, Concordia University of Edmonton Faculty of Education, MacEwan University.

LEARNING & SUPPORTS

Alberta Education Assurance Measures & Results

ECSD WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

Performance Measures – Percentage of parents, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.	Results %				
	2017-18	2018-19	2019-20	2020-21	2021-22
Parents	n/a	n/a	n/a	88.1	88.9
Students	n/a	n/a	n/a	79.9	79.2
Teachers	n/a	n/a	n/a	95.4	94.1

Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

ECSD ACCESS TO SUPPORT & SERVICES

Performance Measures – Percentage of parents, students and teachers who agree that students have access to the appropriate supports and services at school.	Results %				
	2017-18	2018-19	2019-20	2020-21	2021-22
Parents	n/a	n/a	n/a	79.4	81.4
Students	n/a	n/a	n/a	80.5	81.5
Teachers	n/a	n/a	n/a	90.7	91.3

Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

ECSD Assurance Survey Measures & Results

SAFE & CARING LEARNING ENVIRONMENT

Performance Measures – Percentage of parents, students and staff who agree that their learning environments are welcoming, caring, respectful and safe.	Results % 2021-22	Results % 2021-22
Parents	95.0	95.5
Students	91.6	91.5
Staff	94.5	94.8

ACCESS TO HELP, SUPPORT AND RESOURCES

Performance Measures – Percentage of parents, students and staff who agree that students have access to learning resources, technology, specialized services and programming, mental health supports with access to staff that can provide personal, academic and/or career counselling.	Results % 2021-22	Results % 2021-22
Parents	90.7	91.9
Students	89.7	88.9
Staff	92.9	93.6

OVERALL SATISFACTION WITH EDMONTON CATHOLIC SCHOOLS

Performance Measures – Percentage of parents, students and staff who agree that they like their school and it is a good place to work and learn.	Results % 2021-22	Results % 2021-22
Parents	95.5	95.9
Students	86.8	87.2
Staff	94.6	95.0

COMMENTARY ON RESULTS:

The Division continues to excel in the areas of school safety and support to students. Data measures demonstrate continued growth in these areas that remain ahead of the province on average. ECSD prioritizes supports required for all students through flexible and responsive programming. Through engaging with the Indigenous community, the Division provided supports so that all students including First Nation, Métis and Inuit, newcomers to Canada and those who require programming away from the Division community high schools feel welcome, respected, and safe as evidenced by 95.5% of our surveyed parents in our Division Assurance Survey. Our education plan targeted meeting the needs of all students and this is an area of strength shown within the Division. Over 91.0% of our parents agreed that the services provided by our multi-disciplinary teams in the areas of educational and personal development were robust and timely. Extra attention and efforts were put in place to shorten the learning gaps as this became a concern as a by-product of the pandemic.

The Division will continue to target supports now, and in the future, to help meet the needs of all our students academically, socially, and emotionally. The strategies and actions taken by the Division have been listed in our Key Strategies below. Of particular interest is the work the Division is undertaking with the area of Equity, Diversity, Inclusion and Anti- Racism (EDIAR). ECSD is a provincial leader in creating a safe learning and working environment for all.

KEY STRATEGIES:

MENTAL HEALTH

- Increased engagement in student voice through Student Community of Practice and Student Mental Health Survey. The survey highlighted strengths in that students recognize their schools to be safe and caring environments and the engagement of parents as partners in supporting student mental health. Survey results guided our focus to support students in identifying an adult at school they are comfortable talking to, increase awareness of supports that students can access and further develop help-seeking behaviours.
- Positive Mental Health Champions – each school has one identified teacher that attended three half-day PD sessions to build capacity within the school to support positive mental health. These Mental Health Champions also attended a monthly Community of Practice, which focused on the *Go to Educator Refresher* session for delivery to their staff at the monthly staff meeting. During seven staff meetings, they presented on topics such as stigma, connecting with our students as Go to Educators, boosting mental health, help-seeking behaviours and understanding and managing stress.

- Whole School Approach: Community of Practice – 23 school teams participated in three virtual half-day sessions that focused on how to address their Student Mental Health Survey Data through a Comprehensive School Health Approach. The topics that they explored were *Creating a Vision and Action Plan*, *Examining Resources in SharePoint*, *Sharing their School's Best Practices*, and *Celebrating their Successes*.
- Four Mental Health Literacy *Go to Educator* virtual sessions were presented to over 400 staff.
- *Psychological First Aide* session was offered to 80 people, which addressed providing a compassionate and caring response that recognizes basic social, emotional needs in the impact and response phases of this pandemic.
- Presented at the CASS (College of Alberta School Superintendents) Conference *Mental Wellbeing: Mental Health Survey and our Division Response*. We highlighted our new Division Mental Health Survey that was administered to all Grade 4-12 students this fall and shared strategies and supports to support mental health across the Division.
- *Student Leadership Community of Practice* were held for elementary, junior high and high school students. Each group of leaders attended three sessions after school during the school year. We had over 85 schools participate in the sessions. Topics included: *Vision and Action Planning*, *Leveraging Social Media*, and *Celebrating Successes*.
- Physical Literacy: Launched *Moving in the Hallways* week from November 22-26, 2020 to support schools in promoting student physical literacy and movement. Resources to support schools included a manual, video, and social media contest with prizes for schools sharing posts. Feedback from sessions included comments such as, "It is important to keep expanding our Student Leadership Teams to include all facets of health (mental health, physical, student government) and make sure all Grades (K-6) are represented on the Team", "This session was super insightful, as it is critical to have a common language around mental health", "I love moving in the hallways because it is fun and helps my brain take a break and my body moving".
- Hosted a virtual Mental Health Parent Evening *Mental Health: Parents as Partners* on Monday, November 22 in collaboration with our Board of Trustees, Alberta Health Services, and our Division Chaplain. Parents were able to submit questions that were address during the question-and-answer segment. We explored the concept of resiliency, forming trusted relationships, and nurturing positive mental health and shared valuable online resources. There were 1,349 live views and 3,344 views to date.
- Physical Literacy is supported through a partnership with JumpStart Funding and Parasports for sledge hockey, snowshoes, and wheelchair basketball to support physical literacy through an inclusive lens.
- Nutrition: Providing support through partnerships and grant funding to 48 schools. Partnerships include donations and funding of over \$1,000,000 from the Edmonton Catholic School Foundation, Go Auto, E4C, churches, Hope Mission, Breakfast Clubs of Canada, Breakfast for Learning, and Alberta Education. In partnership with the University of Alberta School of Public Health, 44 nutrition students completed practical experience in 12 schools.

ECSD ACCESS TO SUPPORT & SERVICES

INCLUSIVE EDUCATION

OVERALL EXPENDITURES IN INCLUSIVE EDUCATION

- Inclusive Education encompasses the PreK-Grade 12 continuum. Within this large portfolio, the department is a steward of the Specialized Learning Envelope - Specialized Learning Support (SLS) of \$37,106,832 severe funding plus \$3,644,000 moderate language delay funding (PreK-K). In addition to these dollars, the Division “tops up” inclusive education for \$11,062,435 for additive supports. For the 2021-2022 school year, the overall budget for Inclusive Education was \$51,918,863. These dollars do not include Jordan’s Principle (JP) funding as this funding is enhanced support over and above what the Division provides. (Note: there is accrued equity every year due to staffing delays.)
- Inclusive Allocations that are administered directly to schools is the largest portion of the overall budget at \$34,763,310 (including contingency).
- In December of 2021, the Inclusive Programming Consultants participated in the Kindergarten/Pre-K Program Unit Funding Audit. Alberta Education selected 108 children for audit with ECSD removing two Kindergarten children for not meeting the criteria. Consultants worked with the school teams to ensure that file integrity, assessments, IPP documents and functional impact were robust enough to show the impact on learning and that students did indeed meet the criteria for funding, resulting in all 106 children sampled passing the audit. The results demonstrated that ECSD excelled at meeting the criteria for both code 47 and 48.
- Partnerships with Getting Ready for Inclusion Today (GRIT) and Children’s Autism Services of Edmonton (CASE) continue to grow. The Division currently has six students accessing support in our schools and has increased to 15 students for the upcoming 2022-2023 school year. This partnership is integral to ensuring seamless transitions from the GRIT and CASE team whether it is from 100 Voices to Kindergarten or transitioning from home to Kindergarten.
- Maintained our partnership with Unlimited Potential Community Services (UPCS), Alberta School for the Deaf, and ELVES Special Needs Society.

JORDAN’S PRINCIPLE

- Fifty-seven Edmonton Catholic Schools accessed Jordan’s Principle supports for students who hold First Nations treaty status. Schools requesting funding through Jordan’s Principle strive to eliminate service inequities and delays in accessing products, services and supports. We generated \$6,248,936 in additive funding based on Jordan’s Principle in the 2021-2022 school year. This is in addition to the dollars that support Inclusive Education as noted above. The personnel and services accessed have been used to enhance supports, ensure increased academic results, and positively impact completion rates for those students identified as FNMI.

AUTISM (CODE 44)

- We are seeing an increased trend with students identified with Code 44 (severe physical, medical, or neurological disability). The largest portion of students with a Code 44 are those students who have been

diagnosed with Autism. Many of our supports to schools are targeted to support these learners. The trend also demonstrates that the increased number of children identified with Autism currently reside in primary. In Kindergarten, many children have not yet been diagnosed, and may at times present as having a severe speech and language delay.

- In 2017-2018 for example, there were 660 students identified with Code 44. In 2021-2022 there were 1,019 children identified with Code 44. In 2017-2018 there were 53 children identified with Code 44 in Grade 1 and in 2021-2022 there were 116.
- With an increasing number of students with a diagnosis of Autism Spectrum Disorder (ASD) enrolled in ECSD, there is a growing need for our multidisciplinary team (OT, SLP, Emotional Behaviour Specialist (EBS) and FSLW) to provide targeted support to students from Kindergarten to Grade 12, along with coordinating services with home teams and providing navigation supports to families.
 - Occupational Therapists supported approximately 670 students with varying diagnoses from Pre-Kindergarten to Grade 12. As a percentage of total caseload, approximately 50.5% of students had a diagnosis of, or a query of Autism. Using neurodiversity affirming approaches and a trauma-informed lens, therapists supported students in their academic activities, self-care, life skills, physical skills, sensory processing, and social-emotional health. Addressing sensory processing challenges, a core feature of Autism, and self-regulation as a priority supported students in more challenging academic tasks. To support teachers and other staff members across the Division, the OT team created a Sensory Spaces SharePoint site.
 - The SLP team provided a wide range of support to students with ASD. Caseload size varied according to programs: within our Pre-Kindergarten 100 Voices program, approximately 40% of students had a diagnosis or a query of ASD; in Division programs approximately 60% of students had a diagnosis of Autism; and in our community schools, approximately 15% of students referred to the SLP team had Autism. Universal, targeted, and individualized supports were provided, in collaboration with other MDT members, such as: Augmentative & Alternative Communication (AAC) trials to establish or build on expressive communication skills, receptive language support through use of aids such as visuals and schedules, and the development of early and emergent literacy skills through targeted small group and individual supports to help adapt activities within the classroom setting.
 - The EBS team provided Universal, Small Group and Individualized supports to over 350 students throughout ECSD for ASD students. Universal support consisted of utilizing the environmental checklist, visual schedules, whole class reinforcement and positive language. Small Group Supports targeted social skills, problem solving, co-operative play, conflict resolution and social thinking. Individualized support was captured through a Behaviour Support Plan and in some cases followed with a Crisis Management Plan.
 - FSLWs support students with ASD in the following ways: building trust and relationships with families, helping families access specialized supports such as Family Services for Children with Disabilities (FSCD). In collaboration with psychologists, they help parents to understand their child's diagnosis. FSLW's also help families in the navigation and accessing public health systems, attending FSCD and

Glenrose intake meetings to support and advocate for family, connecting the home and school multi-disciplinary teams to ensure continuity of care and programming, supporting families to access community supports including respite care, summer camps and support groups, providing in-home support before diagnosis such as parenting strategies and Multi-Disciplinary Team (MDT) recommendations, supporting transition from FSCD to Persons with Developmental Disabilities (PDD) for students completing high school and transitioning to adulthood.

- We are also seeing a decline in the number of students identified as Code 42. This past year, there were 693 students identified with severe emotional/behavioural disability. As a comparison, in 2017-2018, there were 900 students identified with severe emotional/behavioural disabilities and this number has demonstrated a declining trend since that time.

INDIVIDUALIZED PROGRAM PLAN (IPP)

- Inclusive Consultants support the IPP process through Special Programs in PowerSchool. Now in our second year using this tool, we utilized school feedback to improve the program, while also collecting data that supported our department goal of improving IPP goal development and completion success. There were 5,871 IPP goals across the Division. Based on the general categories of these IPP goals, professional development will focus primarily on Literacy, Social-emotional Behavioural and Numeracy goal development.
- IPP goals centered on literacy and numeracy development were among the highest categories of Achieved and Progressing, indicating that with the support of screeners, consultants could assist in targeted learning strategies. Thirty-two percent (32%) of Literacy Goals were achieved and 63% of Literacy Goals showed students were progressing.
- Twenty-nine percent (29%) of numeracy goals were achieved and 64% of numeracy goals showed students were progressing towards the target.
- A variety of professional development and resource creation occurred to support schools with IPP's. This included:
 - Continual updates and references to extensive library of video tutorials within our department SharePoint site.
 - Three IPP PD sessions during our Summer Institute with a total of 62 participants principal, new administrator and learning coaches).
 - Ten monthly IPP Quick-Chats were offered and provided 33 teachers opportunities to dialogue with consultants or to address questions related to IPP development.
 - Four Learning Coach Callback sessions to build leadership capacity with a total of 440 participants.
 - One Division Wide Professional Development session centered on functional impact statements with a total of 11 participants.
 - Twenty Community School Professional Development sessions provided at individual school sites.
 - Participated in three PowerSchool Advisory Board meetings to provide school feedback which lead to program changes and upgrades to both enhance and streamline the IPP development process

(e.g., added upload option within transition plan section of the IPP which helps paint a robust visual summary of student profile, supporting smooth transitions).

- Improved understanding of ECS requirements to support functional impact statement writing in IPP's (including *Learning Coach Pd on How to Write a Functional Statement*).
- Inclusive Consultants provided additional PD on functional impact writing for 10 community schools requesting further guidance.

PROFESSIONAL DEVELOPMENT

- The Three Principles of UDL (Engagement, Representation, and Expression) was a focus topic this year and a SharePoint site was created. Videos were developed in collaboration with Emerging Technology; these videos highlighted the untethered use of the teacher Chromebooks to support UDL.
- District Wide Professional Development was offered on four select Thursday afternoons: *Making Adaptations using the Dissecting an Outcome Template* (12 participants), *Universal Designs for Learning and Social Emotional Learning: Practical Strategies for the Classroom* (44), *Creating Collaborative Partnerships* (17 participants), *IPP Quick Chats* (33 participants), *Social Emotional Learning Strategies for the Classroom* (37 participants), *Ross Greene's Approach to Addressing Challenging Behaviour* (103 participants), *Lesson Redesign with UDL in Mind* (59 participants), *Frameworks for Supporting Positive Behaviour* (29 participants), *Addressing Anxiety in Schools* (12 participants), *Inclusive Pathways Viewed Through PowerTeacher Pro* (33 participants), *Getting to know your K&E Learners* (10 participants).
- Learning Coach Callbacks - 115 Learning Coaches attended three main sessions during callbacks on UDL with a specific focus on: *Tier 1 Strategies*, *UDL with and ESL Focus*, *Principles of UDL* and *How UDL Accommodates for Learners*. A fourth callback offered voice and choice during which seven breakout sessions on topics such as supporting writing, vocabulary, psychoeducational assessments, assistive technology, Autism, and supporting all learners through differentiation were offered.
- Educational Assistants January Mini Conference - As a response to Alberta Education moving to online learning the first week back from Christmas vacation, a three-day mini-conference was created specifically for educational assistants. Nine series were offered, over the three days that had EA's participating in a total of 2,660 sessions. The feedback was positive. An Educational Assistant (EA) shares, "*The EA PD sessions during that January extended break were incredible. I am a newbie in this EA position, and I was thinking I love all that was presented, and I wish I could have been a part of all sessions.*" Sessions and participants are detailed below with attendees' numbers depicting the total EA's participating over the course of the three days (topics were typically a series of three sessions):
 - *EDIAR - Equity, Diversity, Inclusion and Anti Racism: Booster sessions on Psychological Safety, Courageous Conversations, and Intercultural Understandings* (204 participants).
 - *Augmentative and Assistive Communication – Getting Started with AAC, Myth Busters and Visual Supports/Getting to Know Systems, Communication and Modelling Language* (235 participants).
 - *PBS (Positive Behavior Supports) Introduction to Positive Behaviour Supports – Functions of Behaviour, Environmental Behaviour Supports, Individual Positive Behaviour Supports* (374 participants).

- *Autism understanding our students with Autism through an Occupational Therapy and Speech Language Pathology lens – Using Sensory Spaces & Tools, Visual Supports and Communication* (480 participants).
- *Go To Educator Training* - Go To Educators are school staff members who students naturally go to for help in the school setting – Developing mental health literacy training (344 participants).
- *Getting Ready for Online – Support Staff Edition* - Microsoft Meeting Teams Updates, Diving into Accessibility Tools, Supporting Students with their Online Classes (230 participants).
- *Non-Violent Crisis Intervention® training* (257 participants).
- *How to Support your Students with Reading* (345 participants).
- *Are you Ready for Online (repeat sessions) – Google Classrooms and Microsoft Teams* (191 participants).

DIVISION PROGRAMS

WIN Junior

- WIN Jr is a Division program in junior high offered at four select sites in the Division. WIN is an acronym for “Whatever is Necessary, Whenever It’s Needed” - understanding that some students benefit from alternative ways to access learning based on their unique diverse needs.
- A focus throughout the year in WIN Jr was reading assessment and instruction. LeNs improvements in Letter Sounds were significant over the course of one year. (Regular Words increased by 14%, Irregular Words by 15% and Non-Words by 45%). This is due to targeted instruction and reflective IPP goals in Literacy.
- Students in the WIN Jr program were exposed to a rich literacy program comprised of a variety of interventions. Literacy groups occurred daily, and each station offered students a targeted lesson to develop their literacy skills. Resources such as *West Virginia’s Tools 4 Reading, Flexible Phonics and Rewards* were purposefully taught in small groups to maximize student engagement and learning. The resources were carefully selected based on their age-appropriate content. The literacy program was directed by the classroom teacher who collaborated closely with our Reading Specialist consultants. Additionally, a classroom Therapeutic Assistant in Speech and Language worked with students to build language skills, categorization, and helped students make meaningful associations.
- A case example from one of our students in our WIN Jr sites demonstrates how the assessments and programming work together for student success:
 - *After spending his Grade 7 year online, the student entered our classroom for Grade 8. He identified many letters of the alphabet by sight but had great difficulty with most sounds. Working with him and his group using the Heggerty Phonemic Awareness program helped him see huge improvements. He now knows all the letters and sounds of the alphabet. He also is using many of the strategies introduced in this program when working on phonics-based skills through West Virginia Phonics based learning activities. This includes identifying the letters and their appropriate sounds, chunking sounds up and blending sounds together. The student also began to recognize sound families and make*

connections to other similar words. He has begun to apply the skills he has learned through these programs to decode and learn new sight words. Functional sight words have been an IPP goal for him this term, and he was able to achieve this goal of over 30 unfamiliar words through his hard work and use of the strategies and tools afforded to him. He saw improvement in all areas of his assessment in the May/June reassessment using the LeNS and CC3 assessment tools. We also saw this improvement carry over into areas of his numeracy development, such as identifying coins by name and beginning to count with them correctly. Having an appropriate working group has also been very important for his learning and he responds very well to positive reinforcement and enjoys working with his peers in a variety of cooperative learning activities. He began to follow directions and complete his work when asked. The student developed a strong work ethic, and this has been instrumental in helping him to build upon the skills he began with. He has made amazing academic growth in a short period of time.

- One of the primary goals of utilizing the Math Assessment Screening Tool (MAST) screener is to inform and target instruction, specifically in foundational numeracy skills. The data demonstrates an increase in all students from fall 2021 to spring 2022.
 - Fifty-four percent (54%) of students increased one or more grade levels in foundational skills. The growth evidenced in these students with complex needs in a single calendar school year is significant.
 - Throughout the school year, students received targeted instruction based on the results of the MAST in the fall and data collected by the teacher. Many students were offered opportunities to challenge themselves in areas resulting in a few of our WIN Jr students able to confidently challenge the Grade 5 screener.

WIN Senior

- WIN Sr is a community-based program offered in eight of our high schools. The Division supports a 1.0 FTE teacher to support this community-based program. One hundred fourteen (114) students participated in WIN Sr.
- Eighty-nine percent (89%) of all WIN Sr. students had Numeracy and Literacy Screeners administered to inform instructional practice. These students had IPP goals to support screener results to inform individualized and group instruction. (Numeracy Screeners only administered in spring – no comparative data. We will continue to develop in 2022-2023.)
- Students that did not have screeners completed were Grade 12 or returning Grade 12 (fourth/fifth year) completing credentialed graduation paths.
- Twenty-two percent (22%) of students will graduate with a certificate other than the Certificate of Completion.
- One student will graduate with a full High School Diploma this school year and has been fully supported by WIN Sr.
- Ninety-six percent (96%) of students participate in a site-based work study program. During the COVID pivot, the traditional out-of-school work study was not possible. Each site developed an internal work study program and was successful for life-skill development.

- Students in WIN Sr. were screened twice during the 2021-2022 school year. The students were screened with the LeNS and CC3. LENS screeners showed an increase in the Division average across both letter names and letter sounds indicating targeted programming instruction has been successful. Students increased their ability to hear, identify and manipulate phonemes, which predict reading and spelling success.

Generations

- We have five sites offering Generations programming (a new site was opened in the fall at Divine Mercy Catholic Elementary School due to a large waitlist). Generations is a highly individualized program supporting students who have multiple profound exceptionalities.
- A key focus was on leveraging early literacy and language assessments to inform instruction and maximize student learning and growth. Work was done with the *Observational Bridge Assessment 2021-2022* Pre- and Post-. This *Observational Bridge Assessment* is an early literacy and language assessment framework based on observation and portfolio development/analysis. This is an observation-based assessment tool that can be used to determine ongoing progress to inform teaching practice related to early language, literacy development. The *Observational Bridge Assessment* is divided into five separate areas (Foundations of Reading, Foundations of Writing, Alphabet & Phonological Awareness, and Language Development). Pre- and post- data showed that incremental growth can be measured and that teachers and clinicians in these programs can recognize and measure student development. Students demonstrated growth that would be expected for this group of students but, more importantly, teachers have a clear understanding of the incremental growth that must be recognized and celebrated.
- Additionally, intentional programming with a focus on literacy development, despite diagnosis or age, is at the forefront. Most of these students do not use their voice to speak and while Augmentative and Alternative Communication (AAC) is a key factor in their programming, only literacy will allow them to say what they want, when they want, to whom they want. Without literacy, these learners will always be dependent on others to program their AAC systems.

Extensions

- The Extensions program supported 1,007 children enrolled in Kindergarten with full day programming during the 2021-2022 school year including 28 school sites and 46 programs (an increase of five programs).
- New programming is offered at St. Gabriel Catholic Elementary/Junior/Senior High School to complement both the Guided Intervention Supported Transition (GIST) program and the Positive Behaviour Support (PBS) program. The 100 Voices program at Ben Calf Robe – St. Clare Catholic Elementary/Junior High School offered an Extensions program with 15 children participating.
- Thirty-three staff were employed with continuous contracts as Early Childhood Educators during the 2021-2022 school year. There were 21 full time (1.0 FTE) positions and 12 part time (0.5 FTE) positions. This reflects an increase from the previous year in the creation of three new positions and three part-time positions that moved into full time opportunities. Additionally, the Division employed two temporary 1.0 FTE float positions to support absence management.
- Studios highlighted storytelling, long-term inquiry projects and citizenship through community projects this year. Some examples of these projects included: an investigation into what makes something amazing,

looking deeper at sound and vibration and machines that help us. Small Worlds Play supported students in learning how to find different perspectives through storytelling and communicating their thoughts with others by sharing their ideas aloud.

- Professional Learning opportunities for staff remained primarily online and offered through Microsoft Teams. Two in-person callbacks were given in May and June. These highlighted professional collaboration and strategies for continued program integrity. Additionally, six online learning sessions were hosted Thursday afternoons that focused on programming and environment development. Online sessions were attended primarily by full time staff. Staff who were not working during these sessions were able to watch recorded videos later from the Extensions SharePoint site.
- The Extensions program hosted three students for their internship from the newly created Bachelor of Early Childhood Curriculum Studies (BECCS) program at MacEwan University in January – April. This internship focused on supporting students in becoming leaders in the field and the interns worked closely with staff to support emergent curriculum programming in the studio. The Division also hosted MacEwan University faculty from the University’s BECCS program to highlight the Extensions Studio and the program’s success.

GATE

- A new program was created at St. Paul Catholic Elementary School to continue the Gifted and Talented pathway that began at the Zoo with the 100 Voices site. In collaboration with Educational Planning, work began on creating a new pathway for Gifted and Talented in the Division. Within Inclusive Education, a 1.0 FTE teacher was budgeted to support the Gifted and Talented program pathway at St. Paul Catholic School. The program at St. Paul Catholic School will include Enrichment for All (a school wide focus), as well as a classroom specifically for students that qualify for Gifted programming (these students will also be identified with the special needs Code 80 to help identify them for programming purposes).

Centre for Diverse Learning (CFDL) at St. Gabriel Catholic Elementary/Junior/Senior High School

- Division programs offered at this site include Guided Interventions Supported Transitions (GIST), Positive Behaviour Supports (PBS) and Personal Pathways.
- The Centre for Diverse Learning is a teaching centre. The centre provides professional learning for support staff and teaching staff in many areas with a focus on trauma-informed practice for the Division. The CFDL team builds capacity throughout the Division by providing professional development, coaching, and training. A primary goal is to ensure that community schools have the tools for our most “at risk” and complex students to be successful. The programming is data-driven, therefore every strategy and skill used and taught is purposeful.
- CFDL ran 24 professional development sessions that focused on trauma informed practices, Positive Behaviour Supports, Autism Spectrum Disorder and Occupational Therapy.
- The learning team of CDFL – St. Gabriel Catholic School includes: an administration team, Learning/Literacy coaches, classroom teachers, a Psychologist, an Alberta Health Services (AHS) Mental Health Therapist, Board Certified Behaviour Analysts, a Speech and Language Pathologist, an Occupational Therapist, a Family School Liaison Worker, Emotional Behavioural Specialists, Youth Service Coordinators, a Transitional Facilitator, Early

Childhood Educators, Therapeutic Assistants Behavioural Therapists, a School Resource Officer, and a Fine Arts Specialist.

- CFDL served 166 students and successfully transitioned 21 students from PBS/GIST/Pathways back into their community school and transitioned 41 students to PBS/GIST/Pathways.
- CFDL had four students from the Pathways program successfully complete high school with a Diploma and one student from the PBS program successfully complete high school with a Diploma.
- One FTE (1.0) Psychologist joining our team during the school year provided services to 25 students this year and completed six risk assessments. Our psychologist primarily addresses the psychological and mental health related issues impacting students and provides consultation to support the student's development, enhance family capacity and support participation in the school.
- One FTE (1.0) AHS Mental Health Therapist provided services to 44 students this year and completed 27 risk assessments. The AHS Mental Health Therapist provides individual counseling to students, consultation for classroom teams and school staff, and facilitates connections between the school, family, and health care system through case management.
- An Occupational Therapist at CFDL supports students with self-regulation (sensory processing and emotional regulation), motor skills (fine and gross motor), life skills, self-help skills, social perspective taking and problem solving, and executive functioning through a trauma informed lens. Our Occupational Therapist supported 61 individual students one to one and provided support to small groups and entire classrooms.
- One FTE (1.0) Family School Liaison Worker (FSLW) provided services to 70 families this year and provided whole class support through circles. Our FSLW and our team connected and worked with Protection of Sexually Exploited Children Act (PSECA), Children Services, Community Mental Health providers, Family Supports for Children with Disabilities (FSCD), Zebra Child & Youth Advocacy Centre, Edmonton Police Service (EPS), and community agencies supporting families. The FSLW also provided support to students which included 1:1 support or facilitating groups depending on the needs. The FSLW supports the family through communicating with the school on their behalf or supporting the community to connect with appropriate resources.
- The school team organized and participated in 20 wrap-around meetings with outside agencies to support our students.
- Every student at CFDL is on an Individualized Program Plan (IPP) and in addition, there are 82 behaviour plans for their students.
- CFDL Assessments - all students who attend CFDL are on IPPs as they are all students with severe and/or complex needs including both academic and social emotional. The team creates IPPs using many assessments, and collection of data. The focus with students is on literacy and numeracy as all students have large gaps in their learning due to their complex needs. A comprehensive assessment plan is created that is tailored to assess the student's foundational numeracy and literacy skills of all CFDL students. The assessments look at the building blocks of literacy and numeracy to provide the teachers and the team with relevant information that supports academic programming specific to the students' areas of required growth.

- Before a student enters CFDL, the community school completes appropriate assessments that will give the CFDL team starting points for their academic learning and social and emotional needs. Assessing literacy and numeracy at where the child is on their academic journey, is key as often students who are recommended to come to CFDL have significant learning deficits in their foundational skills which creates a barrier to students accessing grade level work. Students at CFDL have learning gaps that do not always fit the assessment that would be implemented at their grade level; therefore, alternative assessments are often used. Assessments and data used include:
 - Baseline Data Collection and Individualized Program Planning - checklists for community schools to complete and include for students coming into CFDL, Literacy: Pre-emergent literacy assessment (i.e., The Modified Bridge, Letter Name Sound Assessment, The Castles and Coltheart Assessment, High Frequency Word Lists, Word of the Week Core Words, Early Reading Screening Instrument, running record, writing samples, Diagnostic Tree. Numeracy: The Modified Bridge and when applicable - Math Assessment Screening Tool, Numeracy Screeners).
 - Once data has been analyzed a learning matrix with targeted skill development for that student is created and put into place in order to support the student based on the Pyramid of Interventions (individualized, multidisciplinary team/learning coach, targeted-small group-support staff, and/or whole group).
 - The information from the assessments drives our academic programming and IPPS. All gains are individual. Here is an example of a Grade 5 student's gains: *A Grade 5 student enrolled in our Positive Behaviour Support Program, who has a complex trauma background and is diagnosed with Attachment Disorder, Emotional Regulation Disorder and Specific Learning Disorders in reading, writing and math, could not complete the assessments at his grade level. At the beginning of the year, even to attempt a sit-down paper pencil assessment would trigger an avoidance and escape behaviour and he would shut down. To see where this student was at in their literacy journey, we needed to use highly motivating activities that allowed for observational anecdotal notes to be made on this student's emergent literacy skills. We had discovered that this student had not yet mastered the ability to name all the letters in his name, was not able to distinguish a letter and a word and struggled with phonological awareness. From there we implemented a hands-on interest-based program to support emergent literacy skills. By the end of the year, this student could name and identify the sounds of the letters in his name and could name and identify most of the letters and their sounds. He is beginning to sound out simple three consonant vowel words. He can distinguish between a letter and word and most times is able to successfully identify rhyming words and identify the initial sound of alliteration sentences. Also, at the end of the year he could attend to the first two cards of the Letter Name Sound Assessment, which assesses single vowel and consonants. The plan moving forward is to implement a systematic and explicit literacy program that will support this student to accessing more conventional literacy skills.*
- The CFDL team ran 24 Professional Development sessions for the Division. Examples of some of the Division wide Professional Development include: For administrators - *How to begin your journey in creating a trauma informed environment and getting your staff on board (An introduction to Trauma Informed Practice), What*

is Trauma and how it affects the brain? What is the impact of exposure to Trauma? What does this mean for schools?

- Trauma Informed Community of Practice beginning in November. Book share with the book *What Happened to You?* By Bruce Perry MD, PHD. and Oprah Winfrey and had professional dialogue on trauma, resilience, and healing.
- *The 3T - Trauma Think Tank*. Collaborative discussions centered around Trauma Informed Practice. School teams bring forward student/school scenarios they are struggling with to the CFDL and Multidisciplinary Team (MDT) to come up with holistic strategies and solutions (panel type).
- *Vicarious Trauma/Secondary Trauma* - Secondary Traumatic Stress is the emotional duress that results when an individual hears about the first-hand trauma experiences of another (i.e., overcoming negative bias, mindfulness and understanding reaction to a crisis).

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION (AAC)

- ECSD has 348 AAC users, 192 in community classrooms, 47 in Generations and 51 children in 100 Voices. The 58/348 are funded devices and 290 students are at various stages of device trial. The various stages of device trial include “on hold,” “active trial,” “submit to Alberta Aids to Daily Living (AADL)”.
- The apps used by the AAC team when students trial devices are carefully selected for each individual are based on many factors including the ability to target and touch a cell, vision, responsiveness, language, mouse options, mounting options, eye gaze options, scanning options, options for environmental control and so on. Devices used include: NovaChat, Accent, Grid Pad, and iPad. Apps used include Touch Chat, LAMP Word for Life, Unity, TD SnapCore, PODD, and GRID (Word Power, Super Core, Symbol Talker).
- The low incidence team has two (0.9 FTE) Therapeutic Assistants (TA). These TAs provided implementation blocks to 46 students on AAC trials. The implementation blocks last between three to six weeks with weekly visits. The coaching and modelling provided by the TAs made a significant difference towards the students’ acquisition of skills required to meet AADL criteria. Eighteen of the 46 students who received treatment blocks at their community school (39%) are now meeting AADL criteria. Each student that received a treatment block increased their skills by an average of 1.38. Using the Assessment for Learning Process for AAC, we begin gathering data for an AADL submission once a student is at Phase 6. This increase may not seem significant, but it is often the key for school teams and families to increase their efforts because they now see the possibilities.
- Overall, from 2018 to the present, 58 funded devices via AADL have been submitted and 20 new AADL submissions based on successful trials of devices in 2021-2022. Of these 20, 18 of the students were from community schools, and two were from Generations.
- The creation of introductory AAC Implementation modules for school teams and families has been a well accessed resource. There are currently five modules, between 10-15 minutes long, with optional pre- and post-tests. There were 203 people who have viewed this resource, 59 people completed the pre-test, and 38 people completed the post-test. Feedback includes comments from staff such as, “*Awesome videos, excited that all staff have access*”, “*Hope to see more modelling throughout the day by multiple staff*”, “*Best AAC*

videos I have seen, so many things covered that are equally important”, “This has been very helpful and answered quite a number of my questions and concerns”, “Great to hear the “whys” --- the explanation for why AAC is complicated, LANGUAGE IS complicated and by starting with full access and as soon as possible we are giving every child to show their potential”.

- AAC Goes to School is offered three times per year for four weeks, 45 min/day. There were 196 participants. Students and their communication partner, typically with an EA or TA join the Low Incidence Team members online. The goal is to ensure the communication partner can model appropriately on the AAC device, provide wait time, and ensure communication does not turn into a task demand. The team provides multiple curriculum-based learning activities (Science, Art, Reading & Writing, based on a guiding theme). All activities are designed to be age neutral. Eight schools elected to send their students as a group, promoting a community of AAC users, building intra-school capacity, and collaboration in using AAC. Year-end feedback from the participants included feedback such as:
 - *“Everyone seemed extremely approachable and helpful all the time. It felt like no one was judging if we made a mistake. Thank you for an amazing program and for all the help and support given to help us understand the ways we could use the device.”*
 - *“I loved the sessions. I found them incredibly valuable and helpful to my student and myself. The sessions gave me ideas and strategies.”*
 - *“It helped by showing me ways to incorporate the AAC device into everyday learning.”*
 - *“I learned how to make the students engaged in activities using AAC.”*
- AAC Goes Home, a monthly online learning opportunity for parents and caregivers who have a child beginning a device trial, began in January 2022. It is also an opportunity to connect with families, to ask questions, raise concerns and celebrate. Sixty-six people attended these sessions, representing 31 families (many of which attended two or more times). Feedback from the families included comments such as:
 - *Engaging with other families learning to use the device is so important to us.*
 - *For me it helped me to maneuver around the device.*
 - *I understand how important my role is now. It is not just up to the school.*
 - *This time let me expand the opportunities to use AAC more.*
- The Low Incidence Team was accepted to present AAC Goes to School at two international conferences: International Society for Augmentative and Alternative Communication (ISAAC) August 2021 (135 attendees) and Closing the Gap Oct 2021 (157 attendees).
- ECSD hosted *Pragmatically Organized Dynamic Display* (PODD) training in December, March, and June. PODD is a flexible, robust non-electronic communication system. We now have 28 staff trained, including all members of the Low Incidence Team.
- *Comprehensive Literacy for All Community of Practice* (CoP) was facilitated by this team. Each CoP ran monthly for an hour after school. A stream was created for community classrooms (with eight sessions and 37 regular

attendees) and a second stream for Generations, WIN and GIST teams (with eight sessions and 17 regular attendees).

- District Wide Pd Sessions included topics: *Inclusively Designing your Instruction to Support Learners with ASD & Other Developmental Disabilities*, *Systematic Instruction: Definitions, Issues & Guidelines*, *Visual Supports are Universal*.
- Educational Assistant PD (Mini-Conference) had a series of three AAC sessions: *AAC: Follow Their Lead* (56 attendees), *AAC: Presume Potential* (82 attendees), *AAC: Model, Motivate and Get Out of the Way* (97 attendees).
- Learning Coach PD was also provided that included topics: *Writing for Complex Learners*, and *ASD Basics*.
- Therapeutic Assistants in Speech and Language and Occupational Therapy callback PD included session from the Low Incidence Team – in partnership with Alberta Education they delivered two sessions on AAC and CVI (Cortical Visual Impairment).

SPECIALIZED SERVICES

SPEECH-LANGUAGE PATHOLOGY (SLP) TEAM

- SLP supports (universal, targeted, and individualized levels): were provided by 22 Speech-Language Pathologists (SLPs), 63 Therapeutic Assistants-Speech and Language (TA-SLs) and five Sign Language Interpreters. This support was provided across the Division in our 100 Voices sites, K-12 programs, and Division programs, and included both consultative and direct intervention models.
- In partnership with MacEwan University, Medicine Hat College, and the University of Alberta, we were able to support six Therapeutic Assistant Speech-Language student placements and one Speech-Language Pathology student placement this year. Providing placements for future SLPs and TA-SLs has been a successful recruitment strategy for the SLP team each year, and this year we have hired three TASL (Therapeutic Assistant Speech-Language) students who completed their placement with us.
- Assessments and Screening: Eight SLPs supported children in our 100 Voices Pre-Kindergarten programs. This included screening 956 children to support applications for Program Unit Funding. An additional 207 review assessments were also completed to support the transition of students from 100 Voices to Kindergarten.
- A universal Kindergarten Language Screening was implemented to support applications for special education coding for students without a previous diagnosis. This was in response to a new code created by Alberta Education to identify Code 47's (severe speech and language delay) as well as identify Code 48's (moderate speech and language delay). A total of 2,989 students were screened, resulting in completion of 514 Speech-Language assessments. Of those students assessed, 128 students were identified with a mild language delay, 127 students were identified with a moderate language delay (Code 48), and 173 were identified with a severe language delay (Code 47).
 - A pre- and post-comparison of student performance on the Universal Language Screen was completed on a randomly selected sample of 50 Kindergarten students across the Division. This comparison analyzed performance in three areas of oral language development: Following directions

of increasing complexity/answering WH-questions (who, when, where why and how) and identifying categories and making associations between objects. Of this sample (n= 50): 44 children showed improvement (88%), three children showed no change (6%) and three children regressed (6%). Causations for no change and/or regression were associated with student attendance (exposure and participation in targeted activities not being optimal), and the day a rescreen is offered a child may be in a different physiological state i.e., tired, hungry, not a good day, sick, etc.

- The data used from this comparative will be used to inform the scope and focus of speech-language supports in the 2022-2023 school year. The three elements on the screener that were examined pre- and post- were chosen intentionally as they reflect what is most often the oral language focus in the Kindergarten classroom: Following directions (vocabulary/concepts associated with the direction); answering WH-questions (which are often the focus of show and tell, story retelling, recalling events); identifying categories and making associations (cognitive-language connections students need to describe an item to others, make connections between ideas, group their thoughts).
- As a COVID response in relation to remote Learning:
 - Genesis School, our on-line learning option for students in Grades K-12, provided speech and language therapeutic support with a Therapeutic Assistant Speech-Language (TA-SL), under the supervision of an SLP, to 65 students with diagnosed speech-language delays.
 - In our 100 Voices program, twice weekly online intervention sessions were also provided with teacher sessions to 12 students and families who chose this learning option when not attending in person.
- SLPs provided Division Wide Professional Development on the following topics: *Promoting Speech Sounds in Everyday Routines* (35 attendees); and *Once Upon a Time: Using Books to Build Oral Language* (68 attendees). This workshop focused on showcasing strategies to support the development of the Five Pillars of Reading Instruction, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The SLP team partnered with our Mental Health Therapist team to provide a workshop, *The Quiet Child: When to Be Concerned* (60 attendees), focusing on selective mutism.
- *Elements of Story Champs*, a multi-tiered language instruction program, was introduced with the aim to pilot this program in several Kindergarten programs in the upcoming school year.
- Professional development for the SLP team involved a focused initiative on supporting literacy development in our students. The team participated in a two-day training event on the TALKIES® Program for Oral Language Comprehension and Expression, an evidence-based program geared for students with language delays/disorders. Following the training, the SLP team created a three-year strategic plan detailing a timeline of strategic supports, training, and outcomes as we work towards building capacity amongst our team and teaching partners in addressing the literacy needs of our students. Phase 1 of this plan is well underway, with the following initiatives:
 - Piloted TALKIES® program in four schools from February to May 2022, including classroom-based delivery and small group work. The CUBED Narrative Language Measure was administered pre- and

- post- to document improvements this program had on story grammar, comprehension, and vocabulary in participating students. All students demonstrated improvements in one or more key areas of oral language-literacy skills. The TALKIES® program will be implemented in more schools in the upcoming school year, with continued monitoring of student progress using the CUBED Narrative Language Measure along with observational data.
- *Once Upon a Time: Using Books to Build Oral Language* (68 attendees). This workshop focused on showcasing strategies to support the development of the Five Pillars of Reading Instruction, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - Elements of Story Champs, a multi-tiered language instruction program, was introduced, with the aim to pilot this program in several Kindergarten programs in the upcoming school year.
 - FNMI Reading Project was led by a SLP team lead. The oral language skills targeted by the SLP team were chosen because of their strong connection to reading success. The above data supports the specific SLP related programming that has been implemented by showing that:
 - Instruction in speech-sound awareness (i.e., phonological awareness) reduces and alleviates reading and spelling difficulties (Adams, Foorman, Lundberg, & Beeler, 1998; Gillon, 2004; NICHD, 2000; Rath, 2001).
 - Teaching speech sounds explicitly and directly also accelerates learning of the alphabetic code.
 - Phonological awareness interacts with and facilitates the development of vocabulary and word consciousness.
 - This data also suggests the value of continuing the project in the 2022-2023 year, with an effort to increase collaboration and professional development between the SLP team, classroom educators and reading interventionists to support reading success with our students. Aligning the comprehensive oral language program that also emphasizes the five pillars of reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension – supports student achievement and enables continuity across the grades. Therefore, a joint approach, whereby purposeful and frequent team (i.e., classroom teacher, SLP, reading specialist) instruction in phonological awareness and phonics, with support to transfer these skills to connected text, will contribute to reading comprehension, reading fluency, vocabulary development, and the enjoyment of reading.

OCCUPATIONAL THERAPY (OT)/ PHYSICAL THERAPY TEAM (PT)

- Occupational Therapy supports (universal, small group, targeted): Provided by 10; Five Occupational Therapists; 43.6 Therapeutic Assistants for Occupational Therapy; one Physical Therapist; and seven Licensed Practical Nurses.
- Over 670 students receive targeted supports from Pre-Kindergarten to Grade 12. Group support is provided to 250 students at multiple schools.
- Two Braille Transcribers provide support to students with Blindness or Visual Impairments with support from our contract Teacher for the Visually Impaired.

- A registered nurse is contracted to provide support and coaching to our Licensed Practical Nurses and to help families navigate clinics and medical care.
- Two contracted Occupational Therapists support Kindergarten to Grade 12 students following the many requests for services from schools. Students referred experienced challenges with printing, regulation, mental health disorders, neurological disorders and learning disabilities.
- Conducted more than 10 Environmental Assessments to ensure buildings are fully accessible for our students as well as to plan for incoming students with physical challenges and other challenges.
- In addition to resources that are available on the OT SharePoint site, PD was offered to staff at individual schools, virtual EA PD and through our Division Wide PD. Topics offered included: *Sensory Processing and Sensory Spaces* (80 attendees from various disciplines), *FOCUS on Self-Regulation* (140 Educational Assistants (EAs), teachers and other staff members), *Visual Supports* (91 EAs, teachers and other staff members), *Routines Based Planning* (40 teachers), *Printing versus Writing* (10 attendees), *Executive Function Skills* (20 attendees from various disciplines), *Safe Lifts and Transfers* (45 TAOT's and Licensed Practical Nurse (LPNs)).
- Family PD on: *Toileting, Picky Eating, Sensory Processing and Play* (evening with approximately 25 families attending).
- Sensory Spaces in School - with the support of the Occupational Therapist/Therapeutic Assistant, approximately 30 schools across the Division have included, integrated, or adapted their environments to help students with fragile sensory systems meet their regulation needs. Staff can find useful information on our Sensory Spaces SharePoint site.
- Collaborated with outside agencies including specialized equipment vendors, Family Services for Children with Disabilities agencies, Pediatric Eating, Feeding and Swallowing clinic, Inclusion Alberta, ICAN Centre, Wheelchair and Seating clinics, Homecare Children's Services and more.
- Supervised five OT, Therapeutic Assistant OT (TA-OT) and Kinesiology students for practicum placements. These students are currently from the University of Alberta, MacEwan University and Norquest College.
- The OT team also created guidelines (posted on SharePoint) for the effective use of Visual support across four domains – emotional regulation, visual routines and task breakdown, communication, and classroom expectations.
- Therapists supported families in navigating the external referral process to the Glenrose through conversations with medical professionals, written reports, or letters of functional assessment. OT's also support families in advocating for home support through Family Supports for Children with Disabilities and other agencies.

PSYCHOLOGY TEAM & MENTAL HEALTH THERAPISTS

- Our Psychology team consists of eight registered Psychologists, three provisional Psychologists and three Clinical Social Workers. Our team provided individual therapy for over 400 students and assessments of 90 students in the Division.

- Provided professional development for Division and school staff including: *Anxiety and Resilience* (over 40 teachers participated); onsite professional development provided to school staff regarding student motivation and goal setting; *Circle of Security* training offered in collaboration with FSLW for 100 Voices teachers and MDT. Sixteen participants attended four sessions: *Understanding Psychoeducational Assessment Reports* for the Emotional Behavioural Team; *Mental Health Supports* for Braided Journeys summer school students; *Motivation and Goal Setting for High School Students*, *What is your superpower? Self-esteem for Junior High Students*; *Beating Your Exam Stress for Junior High Students*.
- Our mobile Mental Health Therapy (MHT) team consists of eight therapists who provide targeted mental health therapy for 525 students.
- Seven of our schools have resident MHTs as part of their multidisciplinary teams.
- Our School Risk and Transition Team (SRTT) consists of two MHTs and a Clinical Social Worker. This team provided transition support for students entering tertiary care programming and upon their return to their home school. They also provided 57 risk assessments. The SRTT supported two of our schools this year in times of crisis following the loss of a community member. These crisis supports included individual therapy, small group and whole school support in grief, loss, and trauma.
- The SRTT, in collaboration with Technology Services, piloted a program called *Student Aware* with two schools in the Division over three months. The program flags online searches related to self-harm and school violence. The SRTT investigated the flags and connected with school administration and School Operations Services when a potential risk was identified.

FAMILY SCHOOL LIAISON WORKERS (FSLW)

- During the 2021-2022 school year, a team of 52 Family School liaison workers (FSLW) provided support for 12,457 students and their families within the Division. On average, the FSLW team reports that 35% of their caseload is focused on supporting attendance and addressing school refusal. The Family School Liaison Worker Team has countless success stories, and every story is unique.
 - For example, an FSLW was supporting a student who was pregnant. The student and the baby's father were both registered at the same school; however, attendance was sporadic. There were complex mental health issues compounding the situation. Basic needs such as hygiene and food were not being met. Overtime the FSLW built trust with both students, addressed their unmet basic needs through community supports and provided supportive counselling. While both students were at risk of not completing high school, with support and their hard work, they both graduated and passed all Diploma exams.
 - A second example involves an elementary student who was missing school every Thursday. After assessing the family's needs, the FSLW determined that the main barrier was transportation to and from school on Thursdays as the parents' work schedule did not allow for them to drive, bussing was not available, and it was too far for the student to walk. Through collaboration with the First Nations Health Consortium, funding was secured to provide transportation by taxi with a staff member. The student is now consistently attending school on Thursdays.

- A final example involves a student who had only attended three days over the last two school years. The student had experienced significant neglect after being abandoned by their parent. Children's Services intervened and the student was placed in foster care. The FSLW began to meet with the student weekly to build rapport and create trust. The student was overwhelmed by the busyness of the school in the morning which resulted in them being afraid to enter. The FSLW would meet the student outside and in the beginning walk with them to each class. By the end of June 2021, the student had made some friends, was going to class independently and is achieving as would be expected for their grade level.
- Professional development opportunities offered to staff by FSLWs included: *Helping Children Impacted by Trauma to Learn and Prevent it! Workshop - Little Warriors* for the recognition and prevention of child abuse (two sessions offered with 23 attendees); Anxiety and Resilience (48 attendees).
- Several workshops were offered to parents and guardians including:
 - Triple P Parenting: A series of 10 workshops with one offered each month that included topics such as *Managing Fighting and Aggression; Dealing with Disobedience; Hassle Free Shopping and Bedtime Routines*. These sessions occurred throughout the school year with approximately 20 parents/guardians in each workshop.
 - *Circle of Security*: In collaboration with Psychology, an eight-week workshop series focused on how to strengthen the parent-child relationship and help children manage their emotions. This was held in the spring, and eight to ten parents attended consistently. All parents responded with "agree or strongly agree" when asked if they found this parent group helpful and if they felt they were more equipped to repair relationship with their child.
 - In collaboration with the Behaviour and Occupational Therapy teams, 12 parent workshops were provided with approximately 25 parents attending each week. Topics included picky eating, transitions, developing routines and dressing.
- FSLWs continue to support students and their families in a variety of ways. Primary services included 14,974 one to one student/supportive counselling sessions, 799 group sessions, 1,305 porch/home visits, 300 risk screens and more than 8,000 family contacts throughout the school year.
- Family School Liaison Workers continue to consult with parents, providing one-to-one supportive counseling for private issues, supporting parents to advance their parenting skills, and dealing with parent-child issues, supporting parents who have been involved with Child and Family Services and related court procedures, providing community resources, and supporting parents in medical and other professional appointments. FSLW support to parents promotes and supports an environment conducive for students to flourish and learn while attending school.
- Community referrals and partnerships continue to be an integral part of the FSLW role in supporting the wellbeing of students and families of the Division. This collaborative practice ensures that these referrals and partnerships meet the identified needs of families. Some examples of community referrals are the Edmonton

Foodbank, Child and Adolescent Mental Health, Alberta Health Services, Family Supports for Disabilities, and the Family Center.

- New in January 2022, the RINS (Refugee, Newcomer, and Immigrant Support) team was created and was comprised of three specialized Family School Liaison Workers who work collaboratively with the Intercultural Liaison Workers in the languages of Spanish, Ukrainian and Tigrinya. These FSLWs provide intensive support for students and their families in their first language and bring the unique perspectives of being immigrants and refugees themselves. The RINS team connects families and students with mainstream and cultural resources in the community. Other supports include way finding, system navigation, supportive counselling, and parenting strategies. From March to June, the team of three Family School Liaison Workers have provided support to 175 students, 73 families and conducted 29 home visits. The RINS team is also an example of EDIAR Priority 3: Ensuring Representation and Celebrating Inclusion, Key Strategy 1: Work towards increasing diversity of staff and leadership in the Division.
- During the four callback meetings and five online quick chats, the FSLW team participated in a book study this year titled *My Grandmother's Hands* by Resmaa Menakem. The learnings focused on racialized trauma and resilience and provided strategies that supported students and families through supportive counselling on ways to acknowledge, heal and work through generational racialized trauma. This book study helped to bring together EDIAR and a trauma informed lens to further develop the FSLW skillset and support the students and families in ECSD.

BEHAVIOURAL THERAPY (EBS)

- There was an increase of 11 Emotional Behavioural Specialist (EBS) positions 57 EBS staffed in schools including the EBS Mentors, an increase of 71 Therapeutic Assistants, Behaviour Therapy (TABT) - currently at 221 TABT (Therapeutic Assistant in Behaviour Therapy) staffed in schools. Fifty positions were funded through Jordan's Principle.
- EBS Mentor role was introduced - primary responsibility is to provide coaching and mentorship to the Emotional Behavioural Specialist Team. When a Behavioural Specialist (EBS), at a community school has exhausted all their efforts and requires further support, the mentor can be accessed. They also collaborate with EBS in providing orientation and coaching at the school.
- EBS Floater - This year we introduced a new role to support TABTs in schools that do not have access to an EBS on site. The EBS Floater provided behaviour support and strategies to TABTs. They were able to create and develop Behaviour Support Plans for those students. The EBS Floaters had 10 schools on their caseload and supported approximately 60 TABTs.
- Non-Violent Crisis Intervention Training - This year we increased the FTE of our NVCI (Non-Violent Crisis Intervention) trainer from 0.5 to 1.0. This helped maximize the number of employees who were able to be trained. By increasing the FTE to 1.0, sites visits were able to occur and provide in-the-moment training with school teams who reached out for guidance on how to support and de-escalate in a crisis. There were 498 ECSD employees trained this year. That is an increase of 226 people from the year previous.

- Practicum students - Child and Youth Care Degree Program at Grant McEwan University. This year we took on nine practicum students. Six of these students secured a TABT placement in April once their schooling was completed.
- This year the team support completed over 500 Functional Behaviour Assessments, and created 436 behaviour support plans, 136 which are currently mastered and 300 are currently in progress.
- Extensive PD was offered to schools by resident Behaviour team staff including topics such as: *Trauma Informed Schools*, *Positive Behaviour Supports* and *Non-Violent Crisis Intervention (NVCI)* training.

100 VOICES - EARLY INTERVENTION PROGRAMMING

- Pre-K sites are located at St. Monica Catholic Elementary and Edmonton Valley Zoo, St. Clement Catholic Elementary/Junior High, St. Vladimir Catholic Elementary, and Our Lady of Victories Catholic Elementary schools.
- A new program was opened at Ben Calf Robe - St. Clare Catholic Elementary/Junior High School providing access to early intervention for 18 First Nations, Métis, and Inuit children. This program provided access to early intervention for 18 First Nations, Métis, and Inuit children. Unlike our other 100 Voices - Pre-Kindergarten programs, the one at Ben Calf Robe St. Clare Catholic School became a full day program. The children engage in half a day of instruction lead by a certified teacher, and the additional half a day led by an Early Childhood Educator. Children are provided opportunities to make connections to their cultures and to develop their language, fine motor, gross motor, self-regulation, and social skills through play. Children are provided breakfast, lunch as well as snacks during their time at school. This program is uniquely funded through multiple levels of government and local supports (including Jordan's Principle, Alberta Education funding, and a private sponsor via the Foundation).
- A new pathway (PACE) was created within our 100 Voices program and offered at the Edmonton Valley Zoo for children who met the Alberta Education criteria for gifted and talented. The children actively engaged in multiple inquiry projects to test out their own theories. They learned how to create plans and how to share their work with their peers and the broader community. The PACE pathway has been renamed for the upcoming school year to align with the Gifted and Talented pathway at St. Paul Catholic School (GATE).
- A total of 956 children were screened for potential early intervention programming. Of those children, 649 children were accepted into our 100 Voices, Pre-Kindergarten programs:
 - 327 Program Unit Funded (PUF) children (54% of enrolment)
 - 59 children with moderate language delays identified as a new code 48 (10% of enrolment)
 - 82 children with mild language delays
 - 137 English Language Learners
 - 5 gifted and talented learners
- Our 100 Voices programs at St. Clement Catholic Elementary/Junior High and Our Lady of Victories Catholic Elementary schools received a grant from EVER ACTIVE SCHOOLS to support loose parts play through

professional development, site visits and resources. The children, with guidance by the classroom team, developed creative and critical thinking skills by encouraging them to use their imagination and experiment with innovative ideas freely in their school environment.

- All classrooms have access to two-three classrooms trial devices with LAMP and TOUCHCHAT assistive communication apps. These apps allow children that have diagnosed language delays to access communication.
- Pre-Kindergarten teachers focused on developing First Nations, Métis, and Inuit foundational knowledge as part of monthly professional development. A partnership with Indigenous Learning Services allowed for new learning about history, language, and culture each month. As part of reconciliation, teachers worked together to understand how to share this learning with their Pre-Kindergarten children. What followed was the creation of a developmentally appropriate land acknowledgement and differentiated resources to support the teaching of this to three- and four-year-old children. Resources were distributed and teachers and children began working together to share foundational knowledge.
- Principal, Early Learning continues to represent ECSD on the City of Edmonton's Early Learning and Care Council.
- Pre-service teachers from Concordia University of Edmonton participated in a Professional Development session offered through St. Monica Catholic Elementary School. The students had the opportunity to learn more about the importance of Early Intervention, and what that looks like within Edmonton Catholic Schools.
- 100 Voices teachers participated in monthly callbacks. At each callback, teachers engaged in professional dialogue and reading to support an understanding of developmental continuums and how they support access to learning for all children. At each callback, teachers met with a Community of Practice to explore and research topics of choice that were relevant to their current classroom practice. The topics included: *Understanding Autism and Social Communication*, *Creating Developmentally Appropriate Provocations*, *Outdoor Play*, and *Loose Parts Play*, and *Promoting Diversity Within Classroom Communities*. Each Community of Practice created an action plan to learn more and then to share with the larger group. In May and June presentations to highlight the work done by each group occurred.
- Online PD included: *ABC's*, *123's Play and Pray with Me* - a newsletter issued quarterly to highlight universal strategies to support the diverse learners in 100 Voices, *Hallway Chats* - a podcast that began in April to highlight frequent questions from 100 Voices teachers, *Using Read Aloud to Develop Phonological Awareness* and *The Foundations of Mathematics in a Play Based Context* - a book study.
- As Early Learning Consultants worked on site in each 100 Voices school, site by site professional learning occurred based on the needs in each building. Some topics included: Individual Program Plan goal writing, Functional Impact Statement support, environment as the third teacher, and universal supports.
- 100 Voices teachers, consultants, and multidisciplinary team were offered the opportunity to attend *Circle of Security* training on District Wide Professional Development days. These sessions were offered by the Early Learning Psychologist and Family School Liaison Worker. About 20 people from 100 Voices attended this training.

- A focus book entitled *The Foundations of Mathematics in Play Based Contexts* was released. This book was authored by two of our Early Learning/Inclusive consultants.

EQUITY, DIVERSITY, INCLUSION & ANTI-RACISM (EDIAR)

- In June 2021, ECSD partnered with the Colbourne Institute for Inclusive Leadership, Norquest College (CIIL) to carry out a five-phase project including a literature review, mixed method research study, policy review and strategic plan development culminating in the creation of the [ECSD Equity, Diversity, Inclusion and Anti-Racism Strategic Plan](#) that was released in April 2022.
- The mixed method research study involved 20 focus groups with 185 participants including high school students, staff, and parents/guardians. The electronic survey was distributed to students in Grade 4 and older, their parents and guardians and ECSD staff. There were over 23,300 survey respondents. In addition, visioning sessions were held with the Board of Trustees and the senior administrative team and individual interviews occurred with Superintendents.
- The EDIAR strategic plan is based on the research findings and outlines strategic priorities, key strategies, and explores actions that will shape the way EDIAR values are embedded in the ongoing work of Edmonton Catholic Schools. This plan is intended to be a living document which will grow and adapt as we continue to advance EDIAR in ECSD.
- All staff were required to complete the Equity Diversity, Inclusion and Anti-Racism online course by September 30th, 2021. Staff hired after that date are automatically assigned this six-module online course for completion which provides a foundation for EDIAR understanding across the Division.
 - Module 1: Equity, Diversity & Inclusion
 - Module 2: The Mindset of Inclusion
 - Module 3: Seek to Understand
 - Module 4: Understanding Bias
 - Module 5: Leaving the Armour at the Door
 - Module 6: Systemic Bias
- Three EDIAR Boosters were developed in collaboration with the Colbourne Institute for Inclusive Leadership at Norquest College. Each Booster consists of a video and discussion guide where staff at each school and site would engage and continue the conversation from the online training. (Booster #1: Psychological Safety, Booster #2: Intercultural Understandings, Booster #3: Inclusive Conversations).
- Several in-person Professional Development sessions were offered to administrators: *Creating Welcoming, Safe, and Inclusive Schools for 2SLGBTQ+ Students, staff, and Families/ Gender Identity; How Do We Support Students with Diverse Gender Identities in our Catholic schools/Courageous Conversations about Racism and Bias.*
- Several in-person Professional Development sessions were offered for staff: *Teachers and Administrators new to facilitating a Life club; Welcoming Safe and Inclusive Schools for 2SLGBTQ+ students, Teachers and Administrators New to Facilitating a Life Club; Supporting 2SLGBTQ+ Students in Catholic Schools.*

- EDIAR Strategic Plan Implementation - Following the creation of the EDIAR strategic plan, an Implementation Committee was formed as per Division Wide Overarching EDIAR Implementation Action i: *Create an EDIAR Strategy Implementation Committee who have the authority to guide, assess and support the ongoing growth of the strategy across the Division. This committee's membership consists of a broad and diverse range of individuals from the ECSD community including representatives from each department.* The implementation committee, consisting of 12 members, met for the first time on May 26, 2022, and meetings will continue through the 2022-2023 school year.
- In addition, as per Action ii: *an ad hoc advisory group has been created consisting of a broad and diverse range of individuals from the ECSD community with various lived experiences and perspectives.* The EDIAR Advisory Committee will meet four times during the 2022-2023 school year.
- To support the advancement of EDIAR in the Division, a new position was created titled, EDIAR Specialist. Beginning in August 2022, the EDIAR Specialist will support implementation of the EDIAR Strategic Plan together with the EDIAR Manager at all levels of the Division and will provide onsite EDIAR support at schools.

DUAL CREDIT

- Twenty-five dual credit courses were offered and one certification program with 235 students enrolled in dual credit courses.
- ECSD was represented on the Alberta Council on Admissions and Transfer to facilitate learner pathways and mobility with a focus on learners.
- The Live Virtual Career Expo had 5,263 viewers from 35 ECSD schools.
- Dual Credit teachers collaborated through a mentorship model with other teachers and instructors from the post-secondary institution.
- Student information documents were created for each dual credit course, which provide pertinent information regarding the details of the course.
- Held a Virtual Career Expo in January in partnership with Build a Dream for young women between Grades 7–12. There were 316 logins during the virtual event and after the event, there have been 5,263 views. Students from 35 different ECSD schools attended the live event. This online event highlighted opportunities in several careers, which are supported through learning opportunities in Dual Credit, Sciences, Technology, Entrepreneurship, Trades, and Business to better assist young women to make informed career choices.
- Under the Alberta Education Start-Up Funding Grant - implemented three new dual credit opportunities, Information Technology with Concordia University, Early Learning with NorQuest College, and Aviation Avionics with SAIT.
- Post-secondary partnerships with MacEwan University, Concordia University of Edmonton, Alberta University of the Arts, Olds College, Prairie College and Norquest College. Business and industry partners with WestJet and Edmonton Police Services.
- Feedback from sessions included:

- *This dual credit course has really helped me understand the importance of finishing high school, so I can follow my dreams to be who I want to be as an adult. Now I have the confidence to know that I can finish a post-secondary class. (student)*
- *Well, I'm only 12 but after attending this event, I think I may want a job in STEM because I personally love math, space, and engineering. So, in the future, I would love to learn more about this. I loved this event and can't wait for another. (student)*
- *I believe this event was really inspirational and encouraging because I got to hear in-depth, personal and real-life experiences from these amazing women. This Career Expo has made me consider more potential future careers I could go into. (student)*
- *Fantastic event with wonderful, inspirational, and insightful guest speakers that allowed me to have a more clear view of my future.*
- *Great information for young students to start considering for their educational journey. (parent)*
- *As a parent, I think that this was a great event for students to attend and helps them to make choices in their education. I appreciate Edmonton Catholic organizing this event. (parent)*

ENHANCED ACADEMIC PROGRAM

- Enhanced Academic Program (EAP) prepares students for high intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. The junior high years can provide a powerful opportunity for students to acquire the skills, habits of mind and concepts they need to engage in higher levels of learning. The EAP program prepares students for Advanced Placement courses in high school.
- Through three collaborative meetings with the EAP principals, a common vision of the requirements for students entering the program for the 2022-2023 school year was established, which includes the four mandatory subjects (Language Arts, Social Studies, Science and Mathematics), along with a second language for each student enrolled into the program.
- Created an EAP Division video sharing information about EAP for the ECSD public website and each EAP school website.
- Collaborated with the school EAP teachers and the subject area consultants (Language Arts, Social Studies, Mathematics, Science) to create speaker opportunities to enhance learning opportunities
- Subject area consultants – Language Arts, Science, Math, Social Studies, and French Language Arts, met with the EAP teachers from the schools to begin a Community of Practice to discuss the promising practices and co-plan EAP resources for all EAP schools to utilize in their teaching.
- Collaborated with EAP school principals to prepare an online common application for EAP students, updated Question and Answer sheet for parents and students along with a Teacher Reference form for 2022- 2023.
- Enhanced the EAP Program description for 2022-2023 school year, so that it is aligned with the Alberta Education Competencies and the Alberta Education Ministerial Order.

- Created an EAP video that is shared on the School Division website and each school website. Within the video, we hear the voices of current EAP students, teachers, and administration.
- Subject area consultants developed and enhanced an EAP webpage on their ECSD SharePoint Subject for EAP teachers.

GOVERNANCE

Alberta Education Assurance Measures & Results

ECSD PARENT INVOLVEMENT

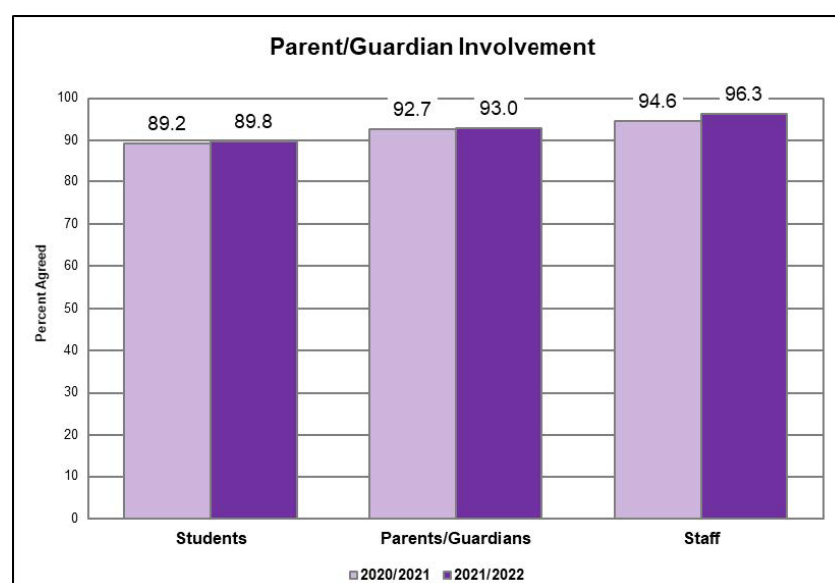
Performance Measures – Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education.	Results %					Evaluation		
	2017-18	2018-19	2019-20	2020-21	2021-22	Achievement	Improvement	Overall
Parents	76.6	77.1	78.5	76.5	78.3	Very High	Maintained	Excellent
Teachers	87.7	88.0	89.7	86.1	85.6	Low	Declined Significantly	Concern

Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

ECSD Assurance Survey Measures & Results

PARENT/GUARDIAN INVOLVEMENT

Performance Measures – Percentage of students, parents and staff who agree that all stakeholders are encouraged to engage each other in conversations about learning outcomes and have the opportunity for dialogue and feedback on important matters.	Results % 2020-21	Results % 2021-22
Parents	92.7	93.0
Students	89.2	89.8
Staff	94.6	96.3



COMMENTARY:

Over the past year, the Division formalized a community engagement coordinator position to assist with our data collection and connections to the community. We are committed to creating opportunities for individuals to offer diverse perspectives and share their ideas with members of our Division. Our vision states that we will learn together, work together, and pray together in answering the call to a faith filled life. Community engagements provide the opportunity to listen and learn from each other as we imagine new programs and services that will meet the ever-changing needs of students and their families. ECSD continues to show strong results when it comes to parental involvement in their children's education as we reported an increase in our Division survey and recorded one of the highest results over the past 5 years in our Alberta Assurance measure.

In addition to the increased focus on community engagement, the Division looked for opportunities for operational partnerships with other jurisdictions. ECSD is proud to report that we have a service agreement with the Greater St. Albert Catholic Schools to provide printing services for their entire jurisdiction. This partnership helped realize some savings and efficiencies for both jurisdictions.

STAKEHOLDER ENGAGEMENTS 2021-2022

The Edmonton Catholic School Division has a renewed focus on connecting, promoting, and advocating for our families, learners, staff, and community. We believe that the messages we send and receive do far more than share information. Our work shapes attitudes, builds relationships, and plays a role in ensuring the future of Catholic education. Public participation and stakeholder feedback are key parts of this renewed focus.

Throughout the 2021-2022 school year, ECSD engaged with stakeholders on the following projects:

- Attendance boundary survey for the new Joan Carr Catholic Elementary/Junior High School.
- School closure process for St. Basil Catholic Elementary/Junior High School.
- School closure process for the Grades 7-9 program at Our Lady of Mount Carmel Catholic Elementary/Junior High School.
- Engagement with stakeholders on playground renewal projects.
- Community of School Councils virtual meeting.
- In-person engagement night for Joan Carr Catholic Elementary/Junior High School.
- Engagement with schools on the outdoor classroom pilot project.

ATTENDANCE BOUNDARY SURVEY – JOAN CARR CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

- A ten-question survey was developed using Survey Monkey and was sent to all ECSD families for response.
- The survey was sent out by Swift and was open for three weeks.
- Participants were asked what grades should be included in Joan Carr for the first year of opening and what community areas to include in the attendance boundary.
- Results were announced on the ECSD website in December 2022.

SCHOOL CLOSURE - ST. BASIL CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

- The Edmonton Catholic School Division Board of Trustees passed a motion at the November 24, 2021, regular board meeting to consider the closure of St. Basil Catholic Elementary/Junior High School effective June 30, 2022, and commence the public participation process to gather information, ask questions, and share thoughts as set out in [Policy 14, School Closure](#).
- ECSD engaged with all stakeholders in the following ways:
 - Survey and written submissions
 - Virtual Information meeting
 - Virtual Table Talks
 - Video submissions
 - Telephone calls
- The Engagement process was open for feedback from December 15, 2021, to January 25, 2022.
- The What We Heard report summarizing all the feedback received was presented to the Board in February 2022.
- After considering all the feedback received, the Board voted on their decision at the February 23, 2022, meeting of the Board.
- Information, communication, and results of the engagement process were posted on the ECSD website and school websites throughout the process. The What We Heard Report was also posted to the ECSD website.
- The Board met Policy 14, School Closure, by engaging with all stakeholders, advertising the Table Talks and Board meeting two weeks prior to each event in five different ways:
 - Websites (Division and school)
 - Road signs
 - Bus shelter ads
 - Social Media
 - Letters to stakeholders sent out by Swift
 - Newspaper ads

SCHOOL CLOSURE – GRADES 7-9 AT OUR LADY OF MOUNT CARMEL CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

- The Edmonton Catholic School Division Board of Trustees passed a motion at the November 24, 2021, regular Board meeting to consider the closure of Grades 7-9 at Our Lady of Mount Carmel Catholic Elementary/Junior High School effective June 30, 2022, and commence the public participation process to gather information, ask questions, and share thoughts as set out in [Policy 14, School Closure](#).
- ECSD engaged with all stakeholders in the following ways:
 - Survey and written submissions
 - Virtual Information meeting
 - Virtual Table Talks

- Video submissions
 - Telephone calls
- The Engagement process was open for feedback from December 15, 2021, to January 25, 2022.
- The What We Heard report summarizing all the feedback received was presented to the Board in February 2022.
- After considering all the feedback received, the Board voted on their decision at the February 23, 2022, meeting of the Board.
- Information, communication, and results of the engagement process were posted on the ECSD website and school websites throughout the process. The What We Heard Report was also posted to the ECSD website.
- The Board met Policy 14, School Closure, by engaging with all stakeholders, advertising the Table Talks and Board meeting two weeks prior to each event in five different ways:
 - Websites (Division and school)
 - Road signs
 - Bus shelter ads
 - Social Media
 - Letters to stakeholders sent out by Swift
 - Newspaper ads

PLAYGROUND RENEWAL PROJECTS ENGAGEMENT

- ECSD engaged with students and families at St. Richard Catholic Elementary School on their playground renewal project.
- Students and families of St. Richard Catholic Elementary School were asked what their dream playground would look like and what they most wanted to be included in the new build.
- A What We Heard report was developed summarizing the feedback received. This report was shared with the builder for them to use in guiding the design ideas for the playground, as well as with the school administration.

COMMUNITY OF SCHOOL COUNCILS VIRTUAL MEETING

- In March 2022, ECSD held a virtual meeting with all ECSD principals and School Advisory councils (SAC).
- The Board presented to the participant's information on they advocate for them to the different levels of government.
- Principals and SACs were then asked questions to identify new areas of advocacy for the board for the following school year.
- The Feedback received was presented to the Board in April 2022 and is posted on our Board webpage.

IN-PERSON ENGAGEMENT NIGHT- JOAN CARR CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

- ECSD held an in-person engagement for families and potential families of the new Joan Carr Catholic Elementary/Junior High School.

- The event was held at St. John XXIII Catholic Elementary/Junior High School in April 2022 and provided families with information about the administration and school staff. Additionally, the event sought feedback from families on three questions.
- The What We Heard Report was provided to the school administration of Joan Carr Catholic School to use in their school opening planning.
- The feedback received was used to direct after-school club programming, develop the school culture, and begin developing the mission and vision for the school.
- The What We Heard Report was provided to the school administration of Joan Carr Catholic School to use in their school opening planning.

OUTDOOR CLASSROOM PROJECTS ENGAGEMENT

- ECSD embarked on a new pilot project in 2022 involving ten schools in creating and building outdoor classrooms.
- ECSD engaged with the principals of the 10 schools on their vision for their outdoor classroom, what was necessary to include, and how the classroom would be used to support learning in their schools.
- Educational Planning and the schools used a summary of the survey as they developed the plans for their outdoor classrooms.

STUDENT ENGAGEMENTS 2021-2022

Edmonton Catholic Schools has a long history of providing opportunities for student engagement to inform the work of the Division. Our Student Voice team is comprised of two students from each high school and assists the Board and Administration by providing a student perspective to improving the quality of education in the Division within the framework of the Division Plan for Continuous Growth.

Our Student Voice team met four times in the 2021-2022 school year in a virtual forum and once in-person, and the work that they did was of great importance to the Division. In October they shared their thoughts with us on the topic of staff vaccination and helped us to understand where students were getting their vaccination information from. They also completed case studies for us on focus programming options and program and school closures.

In November, our team provided feedback for us on online bullying and how they thought schools were doing in dealing with it. They told us what they felt was valuable to them in creating a robust mental health support service for schools.

In December, these young leaders helped us to think about what social issues and organizations were important to them, and what the most impacting factors were for them when they were choosing high schools.

February saw our students providing some final feedback on our new Administrative Procedure on Standards of Student Dress and using our template to create test standards for schools at each of the levels.

Finally, in April our Student Voice team helped us to look at our new ECSD EDIAR Strategic Plan from a student perspective and told us what they thought would be important in select areas. Those insights will be shared with the EDIAR Implementation Committee to inform their work.



The Student Voice Team requires great commitment, maturity, and collaboration from each member to function properly. This was of particular importance in a year where most of our meetings were all virtual. Our members are to be commended for demonstrating these attributes on an ongoing basis and for representing the voice of their peers effectively, responsibly, and thoughtfully.

ECSD Budget – Actual Comparison

THE EDMONTON CATHOLIC SEPARATE SCHOOL DIVISION

FINANCIAL STATEMENT FOR THE YEAR ENDED AUGUST 31, 2022

	Budget	Actual	Actual	Actual to Budget Variance Amount	Actual to Budget Variance %
	2022	2022	2021	2022	2022
Revenues					
Government of Alberta	\$409,473,000	\$426,066,751	\$430,180,741	\$16,593,751	4%
Federal Government and other government grants	\$8,985,000	\$13,075,170	\$9,507,035	\$4,090,170	46%
Property taxes	\$67,000,000	\$63,948,047	\$72,768,397	\$(3,051,953)	(5%)
Fees	\$13,154,000	\$13,124,909	\$7,488,877	\$(29,091)	0%
Sales of services and products	\$2,646,000	\$3,401,838	\$2,444,554	\$755,838	29%
Investment income	\$500,000	\$790,712	\$541,769	\$290,712	58%
Donations and other contributions	\$3,552,000	\$4,191,158	\$3,911,390	\$639,158	18%
Other revenue	\$7,848,000	\$1,608,683	\$3,029,250	\$(6,239,317)	(80%)
Total Revenues	\$513,158,000	\$526,207,268	\$529,872,013	\$13,049,268	3%
Expenses					
Instruction - ECS	\$25,819,000	\$25,650,507	\$20,675,544	\$(168,493)	(1%)
Instruction – Grades 1 to Grade 12	\$377,643,000	\$382,927,127	\$364,135,283	\$5,284,127	1%
Operations and maintenance	\$64,499,000	\$76,419,300	\$79,992,993	\$11,920,300	18%
Transportation	\$23,089,000	\$21,158,333	\$18,840,326	\$(1,930,667)	(8%)
System administration	\$13,939,000	\$15,373,836	\$14,373,676	\$1,434,836	10%
External services	\$7,189,000	\$6,910,471	\$6,970,229	\$(278,529)	(4%)
Total Expenses	\$512,178,000	\$528,439,574	\$504,988,051	\$16,261,574	3%
Annual Operating Surplus (Deficit)	\$980,000	\$(2,232,306)	\$24,883,962	\$(3,212,306)	

BUDGET PROCESS:

In preparation for 2022-2023 school year, the Division continued its transition to the Alberta Education Assurance Framework and a priorities-based budget approach. This transition has included the establishment of four priorities, moving from a three-year rolling Division Plan for Continuous Growth to a three-year fixed plan (2020-2023 (Year 2)) and, finally an expanded engagement process. Administration's recommendations regarding Budget 2022-2023 were taken to the Board of Trustees Audit and Finance Committee. The Board of Trustees Audit and Finance Committee is comprised of all the members of the Division's Board of Trustees, as well as two external members, and it recommends approval of the budget to the Board before final approval at a public meeting.

KEY STRATEGIES:

There are many processes that precede the completion of our final budget. These are highlighted as follows:

- We engage our stakeholders.
- We perform an environmental scan of the economy and review current educational developments.
- We complete a high-level risk assessment of concerning issues in the Division.
- We review our Division Plan for Continuous Growth.
- We review all our Foundational Statements.
- We assess the provincial budget and the supporting Alberta Education Funding Manual rates as well as the goals set out by Alberta Education.
- We determine our enrolment projections.
- We set Division priorities to align with our educational and Catholicity goals and the goals set out by the province.
- We determine our centralized supports and department requirements.
- We review our school allocation model to ensure there is maximum support for students in the classroom.
- We determine, assess, and review our budget assumptions throughout our budget preparation.
- We present the budget components at various meetings with principals and the Board of Trustees Audit and Finance Committee.
- We present our completed budget to the Board of Trustees for approval at a public meeting.

FINANCIAL STATEMENTS FOR THE YEAR ENDED AUGUST 31, 2022

Note: Further information regarding the financial standing of the Division, including copies of audited financial statements, is available by contacting:

James Grattan, CPA CA – Chief Financial Officer
 The Edmonton Catholic Separate School Division
 9405 50 Street NW
 Edmonton, Alberta T6B 2T4

Or can be found on the Division's website: [ECSD Audited Financial Statements](#)

Website link to the provincial roll up of AFS information: [K to 12 Education Financial Statements](#)

1. Government of Alberta revenues are \$16.6M higher than budget mainly due to pandemic related "COVID Mitigation" funding (\$5.4M), "Safe Indoor Air" funding (\$0.8M), donated personal protective equipment (\$4.6M), Infrastructure, Maintenance and Renewal (IMR) projects (\$1.2M), furniture and equipment for new schools which opened in September 2022 (\$2.4M), "Learning Disruption Support" funding (\$2.8M), "Fuel Price Contingency" funding (\$0.4M) to address the rising cost of fuel and finally an increase in revenues to offset lower Property taxes (\$3.1M). These increases in funding were partially offset by a reduction in revenues due to lower enrolment than forecast.
2. Federal government and other government grants are \$4.1M higher than budget due to increased federal funding for the Jordan's Principle program.
3. Property tax revenues are \$3.1M lower than budget mainly due to a general decline in municipal property assessments. The budget estimates were based on pre-pandemic property tax revenues.
4. Sales of services and products revenues are \$0.8M higher than budget mainly due to increased school activities as the Division transitioned to increased post-pandemic level of operations.
5. Donations and other contribution revenues are \$0.6M higher than budget mainly due to increased donations from school councils and societies as a result of increased post-pandemic activities.
6. Other revenue is \$6.2M lower than budget mainly due to the timing of completing legacy property sales tied to the consolidation of administrative operations at the New Lumen Christi Catholic Education Centre.
7. Grades 1-12 expenses are \$5.3M higher than budget mainly due to \$4.6M in personal protective equipment donated by Alberta Health Services. There was also an increase in expenditures on services, contracts, and supplies due to an increased post-pandemic level of operations.
8. Operations and Maintenance expenses are \$11.9M higher than budget mainly due to increased spending on services, contracts and supplies including improved displays and FM systems in schools as well as maintenance, magnetic doors and lockdown upgrades in schools. The increase is also due to higher utility rates, higher expenditure on the "Safe Indoor Air" initiative as well as higher expenditures on Infrastructure, Maintenance and Renewal (IMR) projects.
9. Transportation expenses are \$1.9M lower than budget mainly due to a reduction in the number of school buses operating and a decrease in Edmonton Transit Service (ETS) ridership due to the continued impact of COVID-19.

10. System administration is \$1.4M higher than budget mainly due to a return to post-pandemic levels of operation, a number of special initiatives, as well as increased technology expenditures. Total system administration expenditures continue to be well below the Alberta Education cap of 3.15% of total expenditures.
11. The Operating Deficit of \$2.2 million represents 0.4% of total revenue. The Division's Accumulated Surplus from Operations (ASO) now stands at \$43.8 million (2020-2021 - \$51.0 million). Going forward, this ASO will be used by the Division to mitigate the impacts of inflation as well the continuing needs of our students.
12. Details of school fees are available by accessing the Division's financial statements on its website and referring to Schedule 8 – Unaudited Schedule of Fees.

WHISTLEBLOWER PROTECTION

As per *Safe Disclosure Administrative Procedure 403* (#23), the Edmonton Catholic School Division reported no disclosures for 2021-2022.

WEBSITE LINK

[Edmonton Catholic School Division's Annual Education Results Report](#)

LUMEN CHRISTI CATHOLIC EDUCATION CENTRE

9807-106 Street NW | Edmonton AB T5K 1C2 | T:780 441-6000 | ecsd.net



November • 2022